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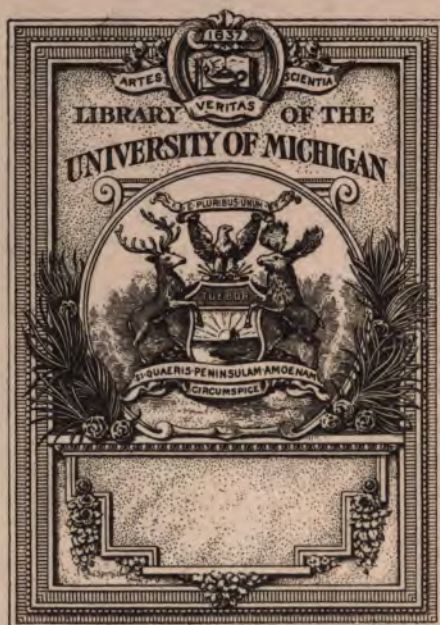
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CENTRAL HIGH SCHOOL.

1985-5-

# TWENTY THIRD ANNUAL REPORT

OF THE

BOARD OF DIRECTORS

OF THE



*B. A. ...*  
ST. LOUIS PUBLIC SCHOOLS,

FOR THE

YEAR ENDING AUGUST 1, 1877.

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ST. LOUIS:

JOHN J. DALY & Co. Printers, 213 N. Third Street:  
1878.

# SCHOOL BOARD ORGANIZATION, MAY '77.

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## OFFICERS.

*President*, - - EBER PEACOCK, - - Twenty-first & Clark Ave.  
*Vice-President*, - LEO RASSIEUR, - - - 1922 Victor Street.  
*Secretary*, - - MILTON H. WASH, - - 1205 Wright Street.  
*Superintendent*, - WM. T. HARRIS, - - - 1116 2nd Carondelet Ave.  
*Ass't Superintendent*, E. H. LONG, - - - 2944 Thomas Street.  
*Ass't Superintendent*, JOHN C. CHRISTIN, - - 709 Mound Street.  
*Attorney*, - - - R. E. ROMBAUER, - - 1026 Hickory Street.  
*Treasurer*, - - - J. PHILIP KRIEGER, JR., 815 Garrison Avenue.  
*Bailiff*, - - - GUSTAVE M. BAARE, - 1015 Wyoming Street.  
*Architect*, - - - EDMUND JUNGENSELD, 1562 Gratiot Street.

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## STANDING COMMITTEES.

### Teachers.

THOS. RICHESON, THOS. B. RODGERS, SOLOMON C. MARTIN, JOS. H. MCENTIRE,  
JOHN W. O'CONNELL, WM. BRYAN, MICHAEL FOERSTEL.

### Lands and Claims.

LEO RASSIEUR, PHILIP STOCK, THOMAS RICHESON, WM. C. WILSON, MICHAEL  
LYNCH, HENRY BLOCK, HENRY UDE.

### Leasing.

JOS. H. MCENTIRE, EMILE A. BECKER, CHAS. BROCKHAUSEN, BERNARD OWENS,  
JOHN S. HAUSMAN, HENRY SCHWANER, GEO. SCHUBERT.

### Building.

JOHN W. O'CONNELL, BERNARD OWENS, ALLEN SINCLAIR, JOHN A. LEAVY,  
H. M. STARKLOFF, H. SCHWEICKHARDT, CHAS. S. RUSSELL.

### Course of Study, Text Books and Apparatus.

ROBT J. ROMBAUER, JAS. M. YOUNGBLOOD, MORRIS J. LIPPMAN, EMILE A.  
BECKER, JNO. S. HAUSMAN, ALLEN SINCLAIR, SAM'L CUPPLES.

### Publication and Supplies.

JOHN A. LEAVY, SOLOMON C. MARTIN, PHILIP STOCK, BERNARD OWENS,  
MICHAEL GLYNN, ALLEN SINCLAIR, MICHAEL FOERSTEL.

### Janitors.

MICHAEL GLYNN, HENRY SCHWANER, H. SCHWEICKHARDT, JAS. M. YOUNG-  
BLOOD, THOS. B. RODGERS, GEO. SCHUBERT, SOLOMON C. MARTIN.

### Library.

THOS. B. RODGERS, LEO RASSIEUR, JOS. H. MCENTIRE, JOHN A. LEAVY, JAS. M.  
YOUNGBLOOD.

### Auditing.

H. SCHWEICKHARDT, CHAS. BROCKHAUSEN, CHAS. H. RUSSELL.

### Ways and Means.

WM. BRYAN, THOS. RICHESON, WM. C. WILSON.

### Salary.

HENRY BLOCK, MORRIS J. LIPPMAN, SAMUEL CUPPLES.

### Rules and Regulations.

MICHAEL LYNCH, ROBT J. ROMBAUER, H. M. STARKLOFF.

# SCHOOL BOARD ORGANIZATION, Nov. '77.

## OFFICERS.

<i>President,</i>	- - - -	THOMAS RICHESON, 113 South Sixteenth Street.
<i>Vice-President,</i>	- - - -	LEO RASSIEUR, 1922 Victor Street.
<i>Secretary,</i>	- - - -	MILTON H. WALSH, 1205 Wright Street.
<i>Superintendent,</i>	- - - -	WM. T. HARRIS, 1116 2nd Carondelet Ave.
<i>Assistant Superintendent,</i>		E. H. LONG, 2944 Thomas Street.
<i>Assistant Superintendent,</i>		JOHN C. CHRISTIN, 709 Mound Street.
<i>Attorney,</i>	- - - -	R. E. ROMBAUER, 1026 Hickory Street.
<i>Treasurer,</i>	- - - -	J. PHILIP KRIEGER, Jr., 815 Garrison Avenue
<i>Bailiff,</i>	- - - -	GUSTAVE M. BAARE, 1015 Wyoming Street.
<i>Architect,</i>	- - - -	EDMUND JUNGENSEL, 1562 Gratiot Street.

## STANDING COMMITTEES.

### Teachers.

LEO RASSIEUR, SAMUEL CUPPLES, MICHAEL J. MURPHY, CALVIN M. WOODWARD, GUSTAVUS SESSINGHAUS, ROBERT M. JENNINGS, H. SCHWEICKHARDT.

### Lands and Claims.

ALLEN SINCLAIR, MICHAEL FOERSTEL, HENRY UDE, WM. DRECHSLER, EMILE A. BECKER, JOSEPH H. MCENTIRE, THOMAS MOCKLER.

### Leasing.

HENRY HICKMAN, ROBERT J. ROMBAUER, ERNST BRUENEMANN, JAMES J. STANTON, EMILE A. BECKER, MICHAEL GLYNN, EDW. DOWLING.

### Building.

JOHN J. HOLLIDAY, ALLEN SINCLAIR, H. SCHWEICKHARDT, CHAS. S. RUSSELL, C. M. WOODWARD, WILLIAM KNIGHT, MICHAEL GLYNN.

### Course of Study, Text Books and Apparatus.

ROBT. J. ROMBAUER, SAMUEL CUPPLES, LEO RASSIEUR, HENRY HICKMAN, JAMES J. STANTON, ROBT. M. JENNINGS, ALLEN SINCLAIR.

### Publication and Supplies.

ROBT. J. HILL, THOMAS MOCKLER, MICHAEL J. MURPHY, MICHAEL FOERSTEL, JOS. H. MCENTIRE, EDWARD DOWLING, JOHN W. O'CONNELL.

### Janitors.

JAMES J. STANTON, WM. DRECHSLER, GUST. SESSINGHAUS, ERNST BRUENEMANN, CHARLES SPINZIG, JOHN J. HOLLIDAY, WM. KNIGHT.

### Ways and Means.

ROBERT M. JENNINGS, JOHN J. HOLLIDAY, MICHAEL J. MURPHY, JOHN W. O'CONNELL, SAMUEL CUPPLES, CHAS. S. RUSSELL, C. M. WOODWARD.

### Library.

CALVIN M. WOODWARD, LEO RASSIEUR, HENRY HICKMAN, ROBERT J. HILL, CHARLES SPINZIG.

### Auditing.

HENRY SCHWEICKHARDT, CHARLES S. RUSSELL, EDWARD HUMMEL.

### Salary.

SAMUEL CUPPLES, CHARLES S. RUSSELL, HENRY UDE.

### Rules and Regulations.

GUST. SESSINGHAUS, EDWARD HUMMEL, ROBT. J. ROMBAUER.

# MEMBERS OF THE BOARD.

WARD.	NAME.	TERM EXPIRES.	RESIDENCE OR PLACE OF BUSINESS.
1st.	JAMES J. STANTON.....	1880	.....406 South Third st.
2d.	EMILE A. BECKER.....	1878	.....1015 Franklin ave.
3d.	HENRY SCHWEICKHARDT.....	1878	.....1013 Paul st.
4th.	MICHAEL GLYNN.....	1878	.....1519 North Ninth st.
5th.	CHARLES SPINZIG.....	1880	.....1300 South Fifth st.
6th.	GUSTAVUS SESSINGHAUS..	1880	.....S. W. cor. Ninth & N. Market sts
7th.	ROBERT J. ROMBAUER.....	1878	.....Lami, cor. Rosatti st.
8th.	EDWARD HUMMEL.....	1879	.....3606 Broadway.
9th.	LEO RASSIEUR.....	1878	.....S. W. cor. Fourth and Market sts.
10th.	ROBERT J. HILL.....	1880	.....414 Washington ave.
11th.	HENRY HICKMAN.....	1879	.....3506 Carondelet ave.
12th.	JOHN W. O'CONNELL.....	1880	.....416 Christy ave.
13th.	CALVIN M. WOODWARD.....	1879	.....N. W. cor. Missouri & Geyer aves.
14th.	WILLIAM DRECHSLER.....	1878	.....2701 North Fifteenth st.
15th.	JOSEPH H. McENTIRE.....	1879	.....City Collector's Office
16th.	ALLEN SINCLAIR.....	1880	.....1015 Salisbury st.
17th.	THOMAS RICHESON.....	1879	.....113 South Sixteenth st.
18th.	JOHN J. HOLLIDAY.....	1880	.....313 Carr st.
19th.	THOMAS MOCKLER.....	1879	.....3536 Papin st.
20th.	ROBERT M. JENNINGS.....	1879	.....1211 Garrison ave.
21st.	ERNST BRUENEMANN.....	1880	.....Cor. Jefferson av. & Chippewa st.
22d.	MICHAEL J. MURPHY.....	1878	.....417 Washington ave.
23d.	EDWARD DOWLING.....	1878	.....Near Baden.
24th.	WILLIAM KNIGHT.....	1880	.....Near I. M. R. R. and Stein st.
25th.	HENRY UDE.....	1879	.....Near Gravois R'd & King's High'y
26th.	CHARLES S. RUSSELL.....	1879	.....N. W. cor. Seventh and Pine sts.
27th.	MICHAEL FOERSTEL.....	1880	.....Union Market.
28th.	SAMUEL CUPPLES.....	1879	.....N E. cor. Second & Chestnut sts.



## REPORT OF THE PRESIDENT.

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### *To the People of St. Louis:*

In presenting herewith the annual report of the President and Board of Directors of the St. Louis public schools for the year ending July 31, 1877, I have deemed it proper to review in a brief manner the financial history of the Board for the past twelve years:

By the report of the Secretary (see appendix) the receipts and expenditures for the past year, omitting income from loans and bills receivable as well as expense incurred by payment of loans, are as follows:

#### RECEIPTS.

From rents.....	\$ 47,006 28
“ real estate sold.....	756 63
“ city school tax.....	795,438 74
“ tuition.....	4,068 00
“ State school fund.....	131,946 05
Total.....	<u>\$979,215 70</u>

#### EXPENDITURES.

For teachers' salaries (including Superintendents).....	\$573,978 25
“ officers' “ (except Superintendents).....	17,098 35
“ janitors' “ .....	48,453 80
“ supplies to the schools.....	12,294 17
“ fuel.....	14,428 91
“ gas.....	4,651 05
“ repairs and furniture.....	35,912 62
“ real estate and improvements.....	152,357 97
“ Public School Library.....	13,400 00
“ general expenses (rent accounts, interest, taxes, printing, insurance, etc.).....	15,370 65
Total.....	<u>\$887,945 77</u>

By comparing the above items with the corresponding ones of the previous year, it will be seen that the receipts from rents have fallen off \$3,268 74; from real estate sold, \$1,718 37. The receipts from tuition (from pupils outside the city limits) have increased \$1,178 50; from taxes, \$33,911; from State school fund, \$35,203 45. The expenditure for teachers' salaries has increased \$19,974 18; for officers' salaries, \$899 75; for janitors' salaries, \$1,096 80.

Since the adoption of the new State Constitution the city tax for school purposes has been limited to four mills on the dollar with the privilege of assessing a tax of one mill additional for the purpose of paying debts that were created before the adoption of the Constitution. One-fifth of the receipts from the city, over \$150,000, is, therefore, set apart to pay interest upon our bonded debt and to reduce the principal. Of the entire bonded debt, amounting to \$550,000,

\$200,000 falls due.....	September 1, 1877.
\$150,000    "       .....	May 1, 1878.
\$100,000    "       .....	January 1, 1879.
\$100,000    "       .....	February, 1879.

The debt of \$200,000 falling due in September, 1877, will be paid upon maturity from the proceeds of the one mill tax collected as a sinking fund. In order to do this it will be necessary to anticipate the receipts of the present year's taxes by a temporary loan which may be paid by January, 1878.

The remaining sum of \$350,000 of the bonded debt must be renewed. As it is the option of the Board to diminish the rate of taxation and collect a half or fourth of a mill on the dollar, instead of one mill (the rate levied the past year) it may be

advisable to proceed to the liquidation of our bonded debt more gradually. The financial stress that is now upon us makes it desirable to afford the tax payer such temporary relief as is in our power.

By the provisions of the State constitution all municipal corporations are prohibited from incurring indebtedness to an amount above the receipts of the year in which the indebtedness is created. It will be impossible hereafter for us to increase our bonded debt, or to anticipate the revenues of the ensuing year. Any tax assessed by the board, in amount above four mills on the dollar, must be appropriated to the payment of interest and the reduction of the bonded debt already existing. Under these circumstances it seems advisable to consider carefully the general interest of our tax-payers in the matter of reducing our debt. If it is an advantage to the community to be relieved from the necessary tax, and still more, an advantage to retain the capital represented by our debt among us (it was borrowed in Philadelphia), then reduce the tax and renew our bonds. It is a question of rate of interest on the debt as compared with the rate of interest that money is worth in our city.

If money is seeking investment here at six per cent., our tax-payers cannot afford to allow any branch of our city government to continue the payment of eight per cent. on money borrowed of Eastern capitalists.

There was a floating debt of some \$250,000 carried by this board, in addition to the bonded debt of \$550,000, at the time of the adoption of the new constitution, all of which might have been funded and paid from the proceeds of the one-mill tax allowed for sinking fund. The board, however, has not availed itself of this privilege, but has appropriated its current revenues for the payment of this floating debt, and relieved the tax-payers from this extra burden.

By the report of the Superintendent the enrollment of pupils the past year is given as follows :

Number of pupils enrolled, day schools.....	42,436
Number of pupils enrolled, evening schools.....	5,240
Total.....	<u>47,676</u>

The increase over the enrollment for the previous year is 4046 in the day schools. This does not include the increase of our system by the accession of sixteen new schools in our suburbs, through the extension of our city limits under the provisions of the new charter.

The number of teachers is given at 870, of whom 752 are employed in the day schools and 118 in the evening schools. This number however includes the teachers in the newly extended limits.

#### COMPARATIVE STATISTICS.

The constitutional limitation of taxation for school purposes to the sum of four mills on each dollar assessed, and the withdrawal of the privilege to create debts, render it necessary to scrutinize very carefully the sources of our income and the probabilities of increase of expenditures.

If our school system had attained its growth and were in the future to remain stationary, or to increase at a rate equal to, or slower than, the increase of the taxable property, real and personal, of this city, our future ability to provide for the schools upon the present scale would be assured. But a consideration of the following statistics will reveal the fact that

the increase of our schools, in pupils enrolled, and consequently in expenses incurred has been far greater than the increase of taxable property.

Year ending	No. pupils in day day schls.	Increase over pre- vio's yr.	No. pu- pils in evg. sc.
August 1, 1866.....	14,556	.....	1672
" 1867.....	15,291	1,735	1553
" 1868.....	18,460	3,169	2134
" 1869.....	21,186	2,726	2528
" 1870.....	24,347	3,161	2464
" 1871.....	27,478	3,131	3609
" 1872.....	30,294	2,816	4137
" 1873.....	34,063	3,769 *	4015
" 1874.....	34,273	210 †	5577
" 1875.....	35,941	1,668	5751
" 1876.....	38,390	2,449	5273
" 1877.....	42,436	4,046	5240

\*13th Ward came in.

†13th Ward went out.

The annual increase indicates the number to be provided for by the erection of new school buildings. The average increase is nearly three thousand pupils, and the cost of providing accommodations for these may be seen in the following table:

Year ending	Expended for real est.	Repairs.
August 1, 1866.....	\$ 66,979	\$11,937
" 1867.....	149,476	22,374
" 1868.....	135,761	37,736
" 1869.....	439,682 †	67,615
" 1870.....	191,895	23,161
" 1871.....	197,313	26,657
" 1872.....	152,698	39,296
" 1873.....	133,904	37,443
" 1874.....	18888	60,729
" 1875.....	44,345	58,863
" 1876.....	21,388	30,785
" 1877.....	152,357	28,334

† The Polytechnic building purchased in 1868-9 cost \$280,000 of the \$439,682.

Thus the total amount expended in twelve years for new buildings and lots has amounted to \$1,714,629, and the repairs on the same have amounted to \$444,935.

By the following table it will be seen that the increase of salaries of teachers for eleven years is \$411,246, or at the rate of \$37,386 per annum, (the increase in number of pupils being 3000 as already shown.) The increase in salaries of janitors during that period has been \$36,360 or \$3,305 per annum; that of the officers \$14,891, or \$1,353 per annum.

Year ending	Teachers' salaries.	Janitors' salaries.	Officers' salaries.
August 1, 1866.....	153,232	12,093	11,707
" 1867.....	167,134	12,730	13,485
" 1868.....	207,972	16,886	14,451
" 1869.....	249,228	22,634	16,365
" 1870.....	304,407	28,935	17,410
" 1871.....	373,674	33,407	17,355
" 1872.....	420,529	36,463	18,500
" 1873.....	466,462	40,406	18,858
" 1874.....	499,426	45,070	22,181
" 1875.....	522,350	49,982	26,038
" 1876.....	543,741	47,357	25,699
" 1877.....	564,478	48,453	26,598

The amount received from the city tax, from rents and from the State school fund, may be seen in the following table:

Year ending	Received from city tax.	Am't rec'd for each mill of tax assessed.	Received from rents.	Received from State sch. fund.
August 1, 1866.....	174,364	87,182	43,788	.....
" 1867.....	270,182	113,014	42,066	7,700
" 1868.....	410,771	136,957	48,630	36,706
" 1869.....	414,331	138,110	49,011	43,590
" 1870.....	521,537	130,384	52,459	49,029
" 1871.....	550,830	137,707	53,224	51,350
" 1872.....	608,160	152,040	51,378	64,540
" 1873.....	594,909	148,727	50,547	56,210
" 1874.....	623,230	155,807	50,208	74,045
" 1875.....	645,176	160,894	52,855	91,083
" 1876.....	761,527	152,304	50,275	96,743
" 1877.....	795,438	159,087	47,006	131,946

During the year ending August 1, 1876, the entire proceeds of the five mill tax were expended for the reduction of the floating debt and for current expenses. The proceeds of one fifth the same during the past year have been devoted to paying interest on the bonded debt and to paying the principal.

It will be seen by the above table that the amount of taxable property from which taxes were actually collected was largest in 1875, and that there has been no material increase since 1872, in which year it was \$152,000,000, the past year it being \$159,000,000, an increase of only \$7,000,000 in five years. At four mills on the dollar an increase of \$7,000,000 taxable property means an increase of \$28,000 revenue or only \$5,600 per annum. During that period our expenses for salaries of teachers, officers and janitors, the three great items of current expense, have increased from \$475,492 to \$639,529 per annum, or in the sum of \$164,037, an increase of \$34,507 per annum. Meanwhile the annual revenue from rents of real estate has fallen off \$4,372. The receipts from the State school fund, it is true, have increased nearly \$70,000, but will not increase hereafter unless the city of St. Louis should continue to grow at a faster rate than the State of Missouri as a whole.

The provision for an increase of 27,880 pupils in eleven years, as might naturally be expected, has taxed the financial resources of the Board to the utmost. The following table shows the amount of outstanding bills at the close of each fiscal year since 1865, including bonded debt and floating debt:

For year ending.	Bonded Debt.	Floating Debt.	Total Bills Payable.
August 1, 1866.....		\$ 61,305	\$ 61,305
" 1867.....	\$200,000	78	200,078
" 1868.....	200,000	151,922	351,922
" 1869.....	450,000	252,480	702,480
" 1870.....	450,000	94,751	544,751
" 1871.....	450,000	87,843	537,843
" 1872.....	350,000	164,094	514,094
" 1873.....	350,000	355,973	705,973
" 1874.....	550,000	235,140	835,140
" 1875.....	550,000	259,500	809,500
" 1876.....	550,000	95,400	645,400
" 1877.....	550,000	51,260	601,260



In the above table it will be seen that the first loan of our bonded debt was made in 1867. In the scholastic year 1867-8 the increase of pupils enrolled was 3169. Before this the increase had been about 1500 per annum. The era of rapid increase in numbers was likewise an era of extensive building of school houses. In 1869 the bonded debt was increased by the sum of \$250,000 by the purchase of the Polytechnic Building (costing \$280,000). On May 1, 1872, \$100,000 of this debt was paid, leaving only \$150,000 due on the Polytechnic. In September 1872, the loan of \$200,000 which had been effected in 1867 was renewed for five years.\* In 1874 a new loan was effected of \$200,000 (\$100,000 in January and \$100,000 in February), also for five years. In 1874, before the loan was made, the Board adopted a resolution setting apart the proceeds of all sales of its real estate as a sinking fund. As fast as payment was made on the bills receivable (given the Board for real estate sold), the money was invested in bonds of the State of Missouri bearing six per cent. interest. This item of Missouri bonds amounted in 1874 to \$13,020; in 1875 to \$37,199; in 1876 to \$56,646, at which figure it has since remained.

The following table shows the total of bills receivable at the end of each year; also the balance of cash in the treasury and the total net indebtedness after subtracting from the total of bills payable, given in the above table, the total of bills receivable and the balance in the treasury as given in the following table:

---

This loan was finally paid in September 1877, from the proceeds of the one mill tax for the sinking fund as I have already described. This leaves a present bonded debt of \$350,000.

For year ending	Bills Receivable.	Balance in Treasury.	Net Total Debt.	Rate of Tax levied on the Dollar.
August 1, 1866.....	\$ 43,218	\$ 9,075	\$ 9,012	2 mills.
" 1867.....	35,013	36 014	129,051	2 "
" 1868.....	228,224	14 630	109,068	3 "
" 1869.....	341,890	9 475	351,015	3 "
" 1870.....	200,390	22,733	321,628	4 "
" 1871.....	116,950	11,051	409,842	4 "
" 1872.....	76,444	27,621	409,929	4 "
" 1873.....	221,827	12,214	471,932	4 "
" 1874.....	225,665	4,207	605,268	4 "
" 1875.....	259,560	12,626	537,314	4 "
" 1876.....	232,613	74,786	338,001	5 "
" 1877.....	280,423	157,363	163,474	5 "

When the first loan of \$200,000 was obtained from Philadelphia in 1867, for the purpose of building school houses, it was received just before the bulk of taxes came in for that year. The board to save interest on a large sum of money, invested nearly the whole of it in bonds of the St. Louis water works, just then thrown upon the market, and afterwards sold these bonds as occasion required. In interest and enhanced value of the bonds the board gained about \$20,000 from this investment. These bonds appear in the amount of bills receivable in the above table, \$200,716 in 1868, and \$112,441 in 1869. While the largest amount of floating debt appears (in one of the above tables) to have reached its greatest amount in 1873, (being then \$355,973,) the largest amount of net actual indebtedness was reached (see above table,) in 1874, (being then \$605,268, while the total of bills payable reached the sum of \$835,140. In 1874 the epoch of large expenditures in school houses ended and the finances of the board began to improve at once. In 1875 the net excess of liabilities is decreased \$67,954; in 1876 it is again decreased \$199,313; in 1877 it is decreased still further by \$174,527. It will be seen that the increase of the tax to five mills the past two years contributed largely to the diminution of our liabilities.

The amount paid for new buildings and lots the past year was, however, nearly equal to the amount realized from a one mill tax, and this will doubtless be the case for the coming year, ending August 1, 1878. Inasmuch as the total amount expended for buildings and lots, and the running expenses of the schools must not exceed the income from rents, State school fund, and the proceeds of the four mill tax, it is evident that the greatest economy must be exercised hereafter in our expenditures for new buildings and building sites. Of the running expenses

77	per cent.	represents	salaries of teachers.
6½	"	"	janitors.
3½	"	"	officers.
13	"	"	miscellaneous expenses.

The receipts from the State school fund equal the miscellaneous expenses; receipts from the city tax of four mills equal the salaries of teachers, officers and janitors. This would leave a building fund equal in amount to the receipts from rents, or upwards of \$40,000 per annum. But it has been shown already that the regular increase of the enrollment of pupils renders it necessary to provide for an increase in running expenses of about \$40,000 per annum without considering the cost of new buildings at all.

It remains therefore to draw the following inferences :

1. The regular receipts for current expenses will enable the board to run the schools for the ensuing year, 1877-8, and to build the additional school houses already projected.
2. The increase in running expenses occasioned by the extension of the schools will render it impossible to appropriate any money from current receipts for buildings during the year 1878-9. If any building is attempted in that year it must be

paid for from receipts from the sale of bills receivable now in hand, or from the sale of real estate for revenue purposes.

(The board holds real estate for revenue purposes to the amount of \$1,200,000.)

3. Unless the assessed valuation of taxable property increases it will be impossible to pay the running expenses of the schools from the proceeds of the four mill tax and the other sources of income after the year 1879.

These conclusions are based upon the data furnished by the experience of the past five years. The following considerations will modify them to some extent:

1. The running expenses will be reduced *pro rata* by the reduction of all values, including personal services, to a specie basis.

2. The rate of increase in the enrollment of pupils will doubtless be materially lessened. It has been far greater than the increase of our population and has been due to the popularity of our schools, partly from their excellence and partly from the severe financial depression which has caused parents to withdraw their children from private schools and send them to the public schools. But even should the financial distress continue, they will not increase at so rapid a rate as hitherto, for the reason that nearly all pupils likely to be drawn from other schools have already been received, and for the more important reason that a long continued financial distress ends by forcing the population of cities and towns to migrate into new States. The immense growth of cities in this country, during the past twenty years is to be followed by a temporary shrinkage, it would seem.

It is possible to devise other means for decreasing the running expenses of the schools without seriously changing any of the present features of our system.\*

For better insight into, and a more perfect understanding of the details of the system, I would refer the reader to the reports of the Superintendent and Secretary hereunto appended.

In conclusion I would express the hope that no untoward events may combine to destroy, or in any way to cripple or embarrass our system of schools. They are the nurseries of good citizenship, tending as they do by the most healthful influences to remove and obliterate the baleful distinctions of caste, alien nationality, sectarianism and political partisanship.

I commend the jealous guardianship and fostering care of the public school interests to the citizens of St. Louis.

THOMAS RICHESON,

*President.*

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At the date which this report goes to press it is possible to allude to the proposed system of half-day instruction in the two lowest years, which would save as much annually as the proceeds of one-fourth the city school tax.

# REPORT OF SUPERINTENDENT.

OFFICE OF SUPERINTENDENT PUBLIC SCHOOLS, }  
St. Louis, August 1, 1877. }

*To the Board of President and Directors  
of the St. Louis Public Schools:*

GENTLEMEN:—I herewith submit the twenty-third Annual Report of the schools under your charge.

## GENERAL STATISTICS.

### POPULATION OF THE CITY.

Population of the city, October 1, 1877 (estimated).....	482,000
Number of children from 6 to 20 years of age (drawing State money).....	146,000
Number from 6 to 16 years of age.....	111,400

### SCHOOL HOUSES.

[See Appendix, Table I.]

Number of School Houses.....	88
"    owned by the Board.....	84
"    rented                    .....	4
"    heated with stoves.....	52
"    heated with furnaces or steam.....	36
"    school rooms.....	
Estimated value of school lots.....	\$ 786,422 00
"    "    buildings and furniture.....	1,843,121 15
Total value of property for school purposes.....	\$2,629,543 15

Comparative Table for Eleven Years.

	1867.	1868.	1869.	1870.	1871.	1872.	1873.	1874.	1875.	1876.	1877.
Number of houses.....	30	35	40	48	52	58	67	54	56	66	84
Number of seats.....	11,055	13,510	18,000	20,105	23,222	25,750	27,785	28,590	30,070	31,510	33,560

The large increase of buildings during the past year is due, in part, to the accession of 12 white and 3 colored schools by the extension of the city limits under the new charter.

## SCHOOLS AND TEACHERS.

[See Appendix, Table VII.]

Normal .....	1
High and Branches.. .....	6
District .....	52
Colored .....	9
Evening .....	24
Total number of Schools.....	68
Total number of teachers in day and evening schools.....	870
Average number of teachers in day schools.....	752
Males .....	57
Females .....	695
Principals.....	54
Assistants.....	693
Music Teachers.....	4
Number in Normal .....	11
Number in High and Branches.....	47
Number in District schools.....	666
Number in Colored schools.....	28
Number in Evening schools.....	118



	1865	1866	1867	1868	1869	1870	1871	1872	1873	1874	1875	1876	1877
Number of teachers.....	184	204	220	272	344	424	487	534	613	601	654	668	752
Annual increase.....	22	20	16	52	72	80	63	47	79	.....	53	14	84
Number graduating from Normal School.....	18	25	18	32	29	30	34	34	33	48	67	82	66
No. applicants exam- ined who were not from Normal School } Eng...	.....	.....	.....	134	109	179	195	146	182	122	78	40	22
Ger ...	.....	.....	.....	.....	.....	48	36	35	62	41	36	23	24
No. not graduating f'm the Normal who rec'd appointments. } Eng...	.....	.....	.....	38	44	61	76	31	25	20	57	27	
Ger ...	.....	.....	.....	.....	.....	20	13	11	23	8	13	11	8

Number of pupils who attended 200 days .....	953
“ “ “ 180 to 200 days.....	14,129
“ “ “ 160 to 180 “ .....	5,571
“ “ “ 140 to 160 “ .....	3,596
“ “ “ 120 to 140 “ .....	2,563
“ “ “ 100 to 120 “ .....	2,067
“ “ “ 80 to 100 “ .....	2,396
“ “ “ 60 to 80 “ .....	2,192
“ “ “ 40 to 60 “ .....	2,897
“ “ “ 20 to 40 “ .....	2,636
“ “ “ less than 20 “ .....	3,186
“ “ not absent during their enrollment.....	1,627
“ “ not tardy “ “ .....	29,405
“ cases of tardiness.....	21,107
“ “ re-admittance.....	17,506

## REPORT OF SUPERINTENDENT OF

## Per Cent. of Entire Number Enrolled.

PUPILS ATTENDING.	1863-64	1864-65	1865-66	1866-67	1867-68	1868-69	1869-70	1870-71	1871-72	1872-73	1873-74	1874-75	1875-76	1876-77
200 days.....	1	2	2	2	3	2	2	2	2	2	3	3	3	2
180-200 .....	20	23	25	24	29	32	30	33	35	26	34	34	32	34
160-180 .....	12	12	13	18	13	14	14	13	12	13	13	13	12	13
140-160 .....	10	9	8	10	9	9	9	8	9	9	8	8	9	9
120-140 .....	8	7	8	7	7	6	7	7	6	7	6	6	6	6
100-120 .....	7	6	7	6	6	6	6	6	5	6	6	6	5	5
80-100 .....	8	6	7	6	6	6	7	6	5	7	6	6	6	6
60-80 .....	8	7	7	6	6	6	6	6	6	6	5	5	6	5
40-60 .....	9	9	8	7	7	7	7	7	7	8	6	7	7	7
20-40 .....	8	9	7	8	7	6	6	6	6	8	6	6	6	6
1-20 .....	9	10	8	6	7	6	6	6	7	8	7	6	8	7
Total.....	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Not absent.....	5	5	6	7	8	6	4	5	7	3	4	4	4	4
Not tardy.....	50	50	55	57	58	56	52	62	62	61	72	65	72	70
Cases of tardiness.....	205	200	140	119	116	120	118	97	90	80	73	58	52	50

There is a slight increase in the number of pupils tardy, but a decrease in number of cases per pupil. This has decreased steadily since 1868. In 1862 there were 265 cases of tardiness to each 100 pupils enrolled; now there are only 50 cases.

## AGES OF PUPILS.

[See Appendix, Table III.]

Number of Pupils 6 years old and under.....	9,261
“ “ 7 “ “ .....	5,754
“ “ 8 “ “ .....	5,042
“ “ 9 “ “ .....	4,723
“ “ 10 “ “ .....	4,227
“ “ 11 “ “ .....	3,534
“ “ 12 “ “ .....	3,298
“ “ 13 “ “ .....	2,389
“ “ 14 “ “ .....	1,735
“ “ 15 “ “ .....	1,123
“ “ 16 “ and over.....	1,350
Average age.....	9 years and 2 months

## Percentage of Entire Number Enrolled.

AGE OF PUPILS.	1864-65.	1865-66.	1866-67.	1867-68.	1868-69.	1869-70.	1870-71.	1871-72.	1872-73.	1873-74.	1874-75.	1875-76.	1876-77.
6 years and under.....	15	12	6	4	5	6	7	8	9	9	9	10	22
7 " .....	15	14	16	16	16	16	16	17	19	20	20	19	13
8 " .....	13	14	15	14	13	14	13	12	12	12	13	13	12
9 " .....	11	12	13	13	13	13	12	12	11	11	11	11	11
10 " .....	11	12	13	12	12	12	12	12	11	10	10	10	10
11 " .....	9	10	10	11	11	10	11	10	10	9	9	9	8
12 " .....	9	9	9	10	10	9	9	9	9	9	8	8	8
13 " .....	6	6	7	8	8	8	8	7	7	8	7	7	6
14 " .....	5	5	5	5	5	5	5	6	5	5	5	5	4
15 " .....	3	3	3	3	3	3	3	3	3	3	4	4	3
16 " and over .....	3	3	3	4	4	4	4	4	4	4	4	4	3
Total .....	100	100	100	100	100	100	100	100	100	100	100	100	100
Under 10 years.....	54	52	50	47	47	49	48	48	51	52	53	54	58
Over 10 " .....	46	48	50	53	53	51	52	52	49	48	47	46	42

It has been the policy of the Board for some years to encourage the attendance of pupils under seven years of age. In 1864-5 and years previous, the number under seven years was fifteen per cent., and upwards, of the entire number. In the year ending 1868 this had fallen away to four per cent. It has now increased to 21.8 per cent. About 8 of the 21.8 per cent. were enrolled in the Kindergartens. The number of children seven years and under is seen to be 34.4 per cent. of the entire enrollment. This is not an extraordinary number, if we compare it with the other city school systems throughout the country. In Boston, for the year 1875-76, the enrollment showed 2,988 five years of age, 4,266 six years of age, and

4,797 seven years of age out of an entire number of 49,816—being nearly thirty per cent. of the children at school in a city famous for the length of time that its pupils continue in school—as is proved by the fact that 2,180 pupils belonged to its high schools in that year. In Chicago, for the year 1875, 7,978 pupils were six years and under, and 6,180 between seven and eight—nearly thirty per cent. of the entire number enrolled for that year. In Cincinnati, for the year 1876, the number enrolled six years and under was 5,277; between seven and eight 4,099. 9,376 were seven years and under, being 32 per cent. of the entire enrollment. In Cleveland, the number six years and under was 4,047, between seven and eight years 2,733, being a total of nearly thirty-three per cent. on the 20,771 pupils enrolled. In New York City children are admitted to school at four years of age. The length of time in school is not so great in St. Louis as in most Eastern cities. Some school populations get an average of five years tuition. With us the time in school is barely three years on an average. These facts are the ground upon which the action of the Board is based. If other cities find it desirable to reach with school facilities the population between the ages of five and seven years, it is clear that we have stronger reasons to do this, because the addition of one year to the time of schooling in St. Louis means the addition of a third more time to the entire period of education.

## OCCUPATION OF PARENTS.

[See Appendix, Table IV.]

Children of Agents .....	1,354
“ “ Artists .....	323
“ “ Boarding-house Keepers and Victualers.....	439
“ “ Boatmen.....	650
“ “ Butchers .....	569
“ “ Clerks.....	2,050
“ “ Confectioners .....	246

## 23

Children of Draymen and Teamsters.....	1,638
“ “ Farmers and Gardeners.....	645
“ “ Laborers .....	5,922
“ “ Laundresses.....	1,342
“ “ Manufacturers .....	3,435
“ “ Mechanics .....	9,399
“ “ Merchants .....	5,636
“ “ Professionals .....	1,902
“ “ Public Officers.....	1,108
“ “ Saloon Keepers.....	863
“ “ Seamstresses .....	1,009
“ “ Unclassified.....	3,906

## Per Cent. of the Whole Number Enrolled.

[illegible]

In the above tables is obvious the continued decrease of the children of boatmen and the increase of other species of occupation dependent upon manufactories and railroad transit.

## BIRTH PLACES.

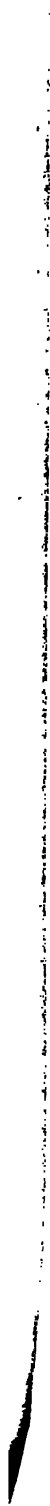
[See Appendix, Table V.]

Children born in St. Louis.....	30,130
"    "    Missouri, outside of St. Louis.....	2,599
"    "    elsewhere in the United States.....	7,530
"    "    in foreign countries.....	2,177

## Per Cent. of Total Number Enrolled.

PUPILS, WHERE BORN	1864-65.	1865-66.	1866-67.	1867-68.	1868-69.	1869-70.	1870-71.	1871-72.	1872-73.	1873-74.	1874-75.	1875-76.	1876-77.
St. Louis.....	55	59	60	61	63	65	65	66	68	68	68	69	71
Missouri, outside St. Louis	8	8	9	8	7	8	8	7	7	7	7	6	6
Eastern States.....	2	2	2	1	1	1	1	1	1	1	1	1	1
Middle States.....	7	6	5	5	4	4	4	4	3	4	3	4	3
Southern States.....	4	2	3	3	4	3	4	4	3	3	3	2	3
Western States & Territ's..	15	15	15	15	15	13	12	11	12	11	12	12	11
British America.....	1	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Great Britain.....	2	2	1	1	1	1	1	2	2	1	2	2	1
Ireland.....	1	1	1	1	1	1	1	1	1	1	1	1	1
German States.....	3	2	2	3	2	2	3	2	2	3	2	2	1
Other places.....	2	2	1	2	2	2	1	2	1	1	1	1	2
Total .....	100	100	100	100	100	100	100	100	100	100	100	100	100
Per cent. born in U. S.....	91	92	94	93	94	94	94	93	94	94	94	95	95
"    "    foreign countries	9	8	6	7	6	6	6	7	6	6	6	5	5

In 1859, only 46½ per cent. of our school children were born in St. Louis; 18 per cent. were born in foreign countries. Now







71 per cent. are natives of St. Louis. Immigration to this city seems to be on the decrease, except from the Southern States.

## CLASSIFICATION BY GRADES OF ADVANCEMENT IN STUDIES.

[See Appendix, Table VII.]

(Number belonging at close of each Quarter.)

SCHOOLS.	1875-76.				1876-77.			
	First Quarter.	Second Quarter.	Third Quarter.	Fourth Quarter.	First Quarter.	Second Quarter.	Third Quarter.	Fourth Quarter.
<b>NORMAL SCHOOL.</b>								
Senior Class.....	61	64	46	46	48	45	64	63
Middle ".....	40	43	27	25	39	37	43	39
Junior.....	44	51	39	38	42	38	38	38
Fourth.....	80	90	60	55	43	39	33	31
Total.....	225	248	172	164	172	159	178	171
<b>HIGH SCHOOL.</b>								
Senior Class.....	102	164	101	98	51	58	62	594
Third ".....	43	54	50	71	52	55	76	82
Second ".....	174	104	208	189	209	199	199	199
Junior ".....	566	566	562	556	519	436	439	355
Total.....	825	888	921	914	831	748	776	695
<b>DISTRICT SCHOOLS.</b>								
No. pupils 8th year of course.....	682	675	581	585	357	589	870	677
" " 7th " ".....	655	717	764	889	730	897	866	907
" " 6th " ".....	1,103	1,289	1,364	1,109	1,255	1,419	1,490	1,343
" " 5th " ".....	1,807	2,063	2,138	2,026	2,092	2,072	1,986	2,120
" " 4th " ".....	2,983	3,125	2,901	2,623	3,125	3,436	3,328	3,256
" " 3d " ".....	4,034	4,091	4,194	4,232	4,760	5,281	5,544	5,204
" " 2d " ".....	3,373	3,431	3,715	3,635	5,662	4,911	5,084	5,185
" " 1st " ".....	11,326	10,495	10,234	8,889	10,157	9,696	9,438	8,490
Total.....	25,963	25,886	25,891	23,988	28,138	28,301	28,606	27,182
<b>COLORED SCHOOLS.</b>								
No. pupils 8th year of course.....	6	5	49	4	5	.....	8	7
" " 7th " ".....	11	10	17	6	6	22	12	10
" " 6th " ".....	24	26	34	17	15	.....	16	12
" " 5th " ".....	.....	.....	13	18	30	57	67	58
" " 4th " ".....	110	111	121	107	105	117	130	87
" " 3d " ".....	104	185	164	135	191	251	196	229
" " 2d " ".....	137	89	90	186	261	234	179	240
" " 1st " ".....	483	446	386	357	549	316	394	342
Total.....	875	872	874	830	1,162	997	1,002	985
Grand Total.....	27,888	27,894	27,858	25,896	30,303	30,205	30,562	29,033

## Per Cent. of Total Number belonging at Close of Quarter.

	Normal.	High.	DISTRICT SCHOOLS.							
			8th year.	7th year.	6th year.	5th year.	4th year.	3d year.	2d year.	1st year.
1st quarter, 1873-74.....	.74	2.48	.....	2.75	4.06	6.04	11.18	15.67	16.09	40.99
2d " " .....	.71	2.69	.....	2.49	4.06	7.31	12.14	18.37	17.04	35.19
3d " " .....	.69	2.97	.....	2.83	4.36	7.41	12.63	16.47	17.73	34.91
4th " " .....	.69	2.74	.....	3.06	4.93	7.34	12.55	15.44	17.20	36.08
Average for year.....	.71	2.72	.....	2.78	4.35	7.02	12.13	16.49	17.01	36.79
1st quarter, 1874-75.....	.69	2.77	2.78	3.02	3.44	6.69	10.91	11.26	10.19	41.02
2d " " .....	.70	3.07	2.37	3.04	3.22	8.22	10.66	16.48	12.85	39.07
3d " " .....	.62	3.32	2.91	3.01	3.68	7.95	11.26	15.69	12.83	39.98
4th " " .....	.64	3.41	2.59	2.75	4.55	8.36	10.30	16.52	13.57	37.16
Average for year.....	.66	3.14	2.66	2.96	3.72	7.81	10.71	14.99	12.36	39.06
1st quarter, 1875-76.....	.81	2.96	2.46	2.39	4.04	6.48	11.09	14.83	12.59	42.35
2d " " .....	.89	3.18	2.44	2.61	4.71	7.40	11.60	15.33	12.62	39.22
3d " " .....	.62	3.31	2.26	2.80	5.02	7.72	10.85	15.64	13.66	38.12
4th " " .....	.63	3.55	2.37	3.45	4.34	7.89	10.54	16.86	14.67	35.70
Average for year.....	.74	3.24	2.36	2.80	4.53	7.36	11.03	15.65	13.38	38.91
1st quarter, 1876-77.....	.57	2.74	1.19	2.43	4.20	7.10	10.76	16.34	19.31	35.36
2d " " .....	.52	2.44	2.00	2.90	4.40	7.15	12.11	18.32	17.03	33.13
3d " " .....	.58	2.54	2.89	2.89	5.00	6.70	11.32	18.76	17.22	32.10
4th " " .....	.59	2.31	2.36	3.16	4.57	7.50	11.51	18.70	18.78	30.52
Average for year.....	.57	2.53	2.10	2.87	4.62	7.06	11.31	18.03	18.11	32.80

It is evident from the above tables that the per cent. of pupils in the first year's work is decreasing, while that of the second and third years is increasing. When in 1874 we

adopted eight years as the standard for District school course, the work was divided unequally, so that what was assigned for the first year's work really occupied more time than a year. Whether it be the experience of the teachers or the greater ability of the pupils, it is certain that the time occupied in doing the work of the first year is less than before.

It will be seen that the great proportion of our pupils are in the lowest three years' work.

In 1872-3 71 per cent. were in the first three years' work.

" 1873-4 70	"	"	"
" 1874-5 66½	"	"	"
" 1875-6 68	"	"	"
" 1876-7 69	"	"	"

The decrease of the number in the first year's work by promotion of pupils to the next higher grade, which goes on during the year, may be seen in the right hand columns. In 1873-4 the first quarter has 41 per cent., while the fourth has only 36 per cent.; in 1874-5 the first quarter 41 per cent., and the fourth 37; in 1875-6, the first 42 per cent., and the fourth only 36; 1876-7 begins with 35½ per cent. and closes with 30½.

## GERMAN-ENGLISH INSTRUCTION.

[See Appendix, Table VIII.]

YEARS.	No. Schools having German-English Classes.	No. of Teachers	Average No. Pupils belonging.		
			German. American.	Anglo- American.	Total.
1865-66 .....	7	8	.....	.....	710
1866-67 .....	9	10	.....	.....	1,446
1867-68 .....	14	17	1,887	589	2,476
1868-69 .....	19	25	3,461	379	3,840
1869-70 .....	32	38	5,709	504	6,213
1870-71 .....	37	46	6,951	1,114	8,071
1871-72 .....	41	53	8,702	1,544	10,246
1872-73 .....	41	59	8,865	3,190	12,055
1873-74 .....	44	67	10,668	5,128	15,796
1874-75 .....	44	74	11,527	5,670	17,197
1875-76 .....	44	76	12,092	6,069	18,161
1876-77 .....	44	78	12,787	5,940	18,727

The increase in pupils studying German for the present year is 566. There is a very slight decrease in the number of Anglo-Americans taking German.

## ENROLLMENT, ATTENDANCE, AND COST OF INSTRUCTION.

[See Appendix, Table VI.]

YEAR.	Whole Number Enrolled in Day Schools.			Average No. Belonging.	Average Attendance.	Per cent. of Attendance.	Per cent. of Attendance on Total No. Enrolled.	Average No. of Teachers.	Av. No. of Pupils belonging to each English Teacher.	Average Cost of Tuition per Scholar.	Av. Cost of Incidentals.	Total Cost per Scholar.	Average Amount of Teachers' Salaries.
	Boys.	Girls.	Total.										
1857-58...	5,058	4,711	9,769	5,814	5,361	92	55	123	47	\$11 65	\$2 95	\$14 60	\$550 75
1858-59...	5,342	4,769	10,111	6,253	5,739	92	57	140	45	13 29	3 87	17 16	583 51
1859-60...	5,933	5,409	11,342	7,040	6,422	91	56	158	45	12 16	2 35	14 57	583 20
1860-61...	6,347	5,819	12,166	8,098	7,407	92	61	167	49	9 65	1 83	11 48	409 52
1861-62...	2,909	2,878	5,787	3,654	3,364	93	58	76	48	12 59	1 40	14 00	605 64
1862-63...	4,116	3,989	8,105	5,272	4,752	91	58	111	50	.....	.....	11 19	465 65
1863-64...	6,139	6,210	12,340	7,715	7,058	91	57	162	48	11 17	2 49	13 66	532 35
1864-65...	6,960	6,966	13,926	9,090	8,121	90	58	184	48	13 31	3 86	17 17	657 04
1865-66...	7,256	7,300	14,566	9,593	8,846	91	61	204	47	15 15	3 98	19 13	712 77
1866-67...	7,830	7,461	15,291	10,754	10,029	93	66	200	47	14 85	1 99	16 84	725 77
1867-68...	9,246	9,214	18,460	12,281	11,848	93	64	278	46	15 51	2 13	17 64	713 00
1868-69...	10,757	10,429	21,186	15,282	14,218	93	67	340	49	15 86	2 03	17 89	711 84
1869-70...	12,175	12,172	24,347	17,670	16,277	92	67	411	48	16 85	2 05	18 90	704 98
1870-71...	13,688	13,899	27,587	19,884	18,428	93	67	487	46	18 33	2 49	20 82	748 51
1871-72...	15,085	15,209	30,294	22,010	20,479	93	67	534	46	18 53	2 28	20 82	763 88
1872-73...	16,895	17,033	33,928	23,002	21,113	92	62	613	42	19 74	2 18	21 92	740 65
1873-74...	16,825	17,448	34,273	24,731	23,105	93	67	601	47	18 80	2 71	21 51	773 43
1874-75...	17,692	18,249	35,941	26,183	24,438	93	68	654	46	19 21	2 53	21 74	772 43
1875-76...	18,855	19,535	38,390	27,501	25,426	93	66	668	47	19 10	2 16	21 26	786 84
1876-77...	20,729	21,707	42,436	29,774	27,581	93	66	752	45	18 04	2 15	20 19	714 38

The "average number belonging" includes all in attendance and all who have not been absent more than three days. The above calculation of the cost of tuition and incidentals is made upon this average number belonging. The total number of

pupils enrolled was 42,436 within the schools of the old limits. The schools within the newly extended limits are not included in the above estimate. A proper allowance for the expense of those schools during the last quarter of the year would reduce the cost of tuition and incidentals somewhat. Each one of the 42,436 pupils attended, on an average, 132 days each.

Based upon the total number enrolled, the cost of tuition (teachers' wages) and incidentals (janitors, fuel, supplies, apparatus, repairs, etc.), to each pupil was :

For tuition.....	\$12 80
For incidentals.....	1 53
Total.....	<u>\$14 33</u>

This average includes all pupils, whether attending the High, Normal or District Schools.

The chief item of expense is the salaries of teachers. It will be seen that the average amount of a salary has been reduced from \$786.84 last year to \$714.38 this year. This was accomplished by lowering the wages of inexperienced teachers for the first two years of service. The amount paid before for inexperienced teachers was \$500 for first year, \$550 for second year, and \$600 for third and subsequent years.

The following new schedule of salaries went into effect at the beginning of the year :

First year \$400 ; second year \$450 ; third year \$500 ; fourth year \$550 ; fifth year \$600. This is the schedule for "third assistants." "Second assistants" receive \$50 more ; "first assistants" \$150 more, and head assistants \$300 more per annum.

The policy of the School Board is to pay moderate wages to new and inexperienced teachers (these being placed in the rank of "third assistants,") and to increase the wages according to the amount of experience and the responsibility of the position occupied.

For the ensuing scholastic year the Board have adopted a new schedule of salaries, reducing each salary of \$500 and upwards in the amount of  $7\frac{1}{2}$  per cent. Upon reference to Table IX. (Appendix), it will be seen that under the new schedule the average salary of all the teachers is \$643, or \$71.38 less than in the year ending June, 1877, and \$143 84 less than in the year ending June, 1876. The corps of teachers for 1877-78 is made up as follows :

At \$ 100.00, Kindergarten Assistants.....	21
" 200 00, " " .....	10
" 400.00, Third Assistants, District Schools.....	98
" 450.00, " " " " .....	72
" 480 00, " " " " .....	2
" 462 50, " " " " .....	75
" 508 75, " " " " .....	49
" 555.00, " " " " .....	188
" 601 25, Second Assistants, " " .....	101
" 647.50, First " " " .....	34
" 693 75, " " " " .....	79
" 740.00, Head Assistants and High School Third Assistants.....	33
" 786.25, " " .....	6
" 832.50, " " .....	41
" 925 00, " " .....	24
" 1,017.50, Second and Third Assistants, High and Normal.....	8
" 1,110 00, Male Third and Head Assistants, High and Normal.....	9
" 1,156.25, " " " " " .....	1
" 1,202.50, " " " " " .....	4
" 1,295.00, " " " " " .....	8
" 1,500.00, Music Teachers .....	5
" 1,700 00, Principal.....	1
" 1,850 00, Principals of First Class Schools and High School Assistants.	12
" 2,035.00, Supervising Principals.....	18
" 2,081.25, Principals of Branch High Schools.....	5
" 2,220.00, " " " " " .....	1
" 2,775.00, Principals of High and Normal.....	2

The average salary according to the above schedule, is for

Male Teachers (in English).....	\$1,464 50
“ “ (in German).....	721 90
Female “ (in English).....	563 00
“ “ (in German).....	640 95
Average for all.....	643 00



By this it appears that 910 teachers will cost, according to the new schedule of salaries, \$585,130, being a saving of \$64,855 over what the same corps would have cost last year, and a saving of \$131,894 over what the same corps would have cost the year before last.

A wise economy will reduce salaries in such a way as to make the greatest reduction fall upon unskilled labor and upon labor which is of a temporary ephemeral character. This will have the effect of offering a premium for the acquirement of skill in methods of discipline and instruction, and for the accumulation of experience by long continued service in our corps of teachers.

Those who take up teaching as a temporary avocation, with the sole purpose of gaining money needed for a particular emergency, intending to desert the profession as soon as they provide for their immediate necessities, will receive very low salaries. Those who enter our schools with the earnest desire to improve from year to year and to rise in the profession, and who accordingly become excellent teachers, will receive the best salaries.

The most valuable of our teachers are those who have skill in controlling and managing large numbers of pupils, and in so directing other teachers placed under their supervision, as to secure from them good discipline and approved methods of instruction.

## NORMAL SCHOOL.

---

The question is frequently asked why it is that we "import teachers from the East." Other questions relating to the success of our Normal graduates, and to the proportion of teachers not educated in our schools, are also frequently propounded. Wild statements are also made by disappointed applicants regarding the employment of "home talent."

In order to furnish accurate data for conclusions in this matter, I have been at some pains to secure the following statistics\*:

Total number of teachers (not including those in Kindergartens) .....	824
Who have never attended any St. Louis Schools.....	229
"    "    attended St. Louis Private Schools only.....	21
"    "    attended St. Louis Public Schools.....	574

The following table gives in detail the number from various sources, showing the entire number who have attended our Normal School to be 440, of whom 397 are graduates. It will also be seen that 262 have attended our High School, and that 133 are graduates of that institution :

---

\*These statistics are correct as regards the corps of teachers January, 1878.

## TEACHERS OF ST. LOUIS- FROM WHAT SOURCES.

	WHITE SCHOOLS.							COL'D SCHOOLS.				
	Principals.	Ass'ts in High or Normal.	Head Ass't's Dist. Schools.	1st Ass't Dist. Schools.	2d Ass't Dist. Schools.	3d Ass't Dist. Schools.	Total.	Principals.	1st Ass't Dist. Schools.	2d Ass't Dist. Schools.	3d Ass't Dist. Schools.	Total.
Graduates of both High and Normal.....	...	2	2	5	8	49	66	...	...	...	...	...
Normal Grad. & High School (not grad.).....	1	...	3	10	9	57	80	...	...	...	...	...
Normal graduates not of High School.....	6	9	9	30	28	163	245	...	...	...	6	6
Normal (not grad.) and High School grad.....	...	...	1	...	...	4	5	...	...	...	...	...
Normal (not grad.) and High School (not grad.).....	...	...	4	3	...	5	12	...	...	...	2	2
Normal (not grad.).....	...	2	...	5	6	9	22	...	...	...	2	2
High School Graduates (not from the Normal).....	5	10	...	3	6	37	61	...	...	...	1	1
High School (not grad.).....	3	1	3	6	6	27	46	...	...	...	1	1
District Schools of St. Louis...	2	3	2	5	3	8	23	1	...	...	1	2
Private Schools of St. Louis...	1	4	2	2	3	8	20	1	...	...	...	1
Attended no St. Louis School.	34	29	15	35	32	59	204	8	2	2	13	25
Total District Schools.....	52	60	41	104	101	426	784	10	2	2	26	40
Total Colored Schools.....	10	...	...	2	2	26	40	...	...	...	...	...
Grand Total.....	62	60	41	106	103	452	824	...	...	...	...	...

Upon consulting our records I find that during the past three years we have employed ten from Missouri outside of St. Louis, four from Ohio, two from Massachusetts, two from New York, two from Illinois, one each from Arkansas, West Virginia, Indiana, Iowa and Michigan, or twenty-five in all, who have not been educated in our schools.

These statistics are very creditable, it is submitted, to our Normal and High Schools. The 229 not educated in our schools are mostly teachers who have been for a long time in the corps.

The following report of the Principal of the Normal School gives other interesting evidence of the flourishing condition of that school :

## REPORT OF PRINCIPAL.

---

W. T. HARRIS, Esq., *Superintendent of Public Schools.*

*Sir* :—During the past year two classes, as usual, have finished the course of study—a comparatively small class in January, and a rather large class in June. The names of the graduates are :

### 29TH CLASS.—JANUARY 27TH, 1877.

Lizzie E. Brooks,  
Emma S. Burns,  
Celia E. Caffall,  
Joanna Carroll,  
Gussie M. Choisel,  
Julia Drew Dunn,

Alice M. Hensey,  
Virginia R. Howard,  
Mary G. Logan,  
Julia Blanche Parker,  
Mary F. Phillips,  
Caroline C. Thomas.

## 30TH CLASS.—JUNE 9TH, 1877.

Lillie Balmer,	Crosie C. Jones,
Anna Boyden,	Emma Kayser,
Alma Brockstedt,	Mary E. Lynch,
Mary B. Brown,	Mollie A. Mann,
Clara E. Calhoun,	Alice L. Marsh,
Julia B. Carmelich,	Cornelia Marvin,
Belle F. Carroll,	Maggie R. McPherson,
Mary Carroll,	Emily J. L. Meier,
Hattie B. Charles,	Mollie Moylan,
Jennie F. Chase,	Eline M. Niles,
Kate A. Cochran,	Ella Pryor,
Emma L. Conzelman,	Anna M. Quinn,
Louise Coste,	Maggie M. Rigney,
Maggie Farrell,	Elizabeth Rutledge,
Elizabeth E. Fishwick,	Amy C. V. Schaeggs,
Jennie A. Fox,	Emma Scott,
Lena C. Gates,	Kate E. Shaughnessy,
Mary E. Goodin,	Mary H. Shepherdson,
Ella F. Godfrey,	Mary I. Spalding,
Emma J. Green,	Fannie E. Spies,
Alice E. Habicht,	Lena Tarrants,
Minnie Hackstaff,	Mary C. Taylor,
Lizzie B. Hammon,	Kate Timmonds,
Maggie J. Haus,	Carrie Van Amburgh,
Mary Agnes Hughes,	Isbel Van Fossen,
Kate V. Inman,	Anna E. Wall,
Sophie J. Jasper,	Emma J. Watt,

Carrie B. Wright.

The number of graduates was probably sufficient to fill the vacancies which would occur in the corps of teachers in our city schools, and would have rendered an examination of other candidates for positions unnecessary if it had not been for the fact that the territory of the city had been enlarged by the recently adopted charter, and, in consequence, a number of the schools formerly under the county administration had been placed under the authority of the city. An examination

of the teachers thus to be added to our own corps was ordered by resolution of the School Board, and subsequently its privileges were extended to all other candidates who might apply. For the benefit of those experienced teachers who had failed in the first examination, a second one was held. At a later time other examinations were granted to those who had failed in the previous examinations. Under this arrangement quite a number of names were added to the list of teachers waiting for appointment.

While I do not presume to discuss a measure which lies beyond my province, I may be allowed to say that these examinations affected in some measure the interests of the Normal School.

I shall not dwell upon the fact that through these examinations the Normal School had to sustain the loss of some pupils who, happening to be rather unsuccessful in their endeavors to do the work of their class, profited by this opportunity, and after passing the public examination held in June, were appointed to positions before having finished the Normal School course which they had pledged themselves to complete, and which their more successful classmates are required to finish. But among the best class of applicants who passed the examination were those who had neither studied the science nor practised the art of teaching, and who otherwise would have entered the Normal to prepare themselves for the work of teaching. While it is gratifying to see many of the most excellent of these young candidates manifest talent and scholarly acquirements in the school-room, their services would probably have been rendered still more valuable by the study of the science of teaching before entering upon its practice. They would have formed the most desirable material for admission into the Normal School.

It is evident that if an examination for direct admission to the schools as a teacher, is easier than that for admission to the Normal School, that the very best material to which profes-

sional training could be given is withheld from the school. (See proceedings of the School Board, December 18, 1877, p. 405). For the last six years it has been the wise and successful policy of the School Board gradually to raise the standard for admission to the Normal; but if the best class of inexperienced persons are appointed to positions in the schools directly, only poor material will remain for the classes of the Normal School. Whatever knowledge of the science and art of teaching can be acquired outside of the school-room, the novice should possess before being allowed to teach. Enough remains to be learned thereafter.

#### STATISTICS.

The following tables contain some important data of the history and progress of the school, and exhibit some of the features of the past year, of which the following seem to deserve special mention. The total number of students enrolled has been smaller than during any of the three preceding years. A smaller number of students graduated during the past year than during either of the two preceding years. The attendance was better than during any previous year.

#### ATTENDANCE.

Tables II. and III. give evidence of the fact that the pupils are making praiseworthy efforts to show that they possess those qualities and habits which the Board of Public Schools expect from the future teacher. Considering the distance over which many pupils have to travel daily while they have to attend the Normal, eleven cases of tardiness for the whole year show certainly an effort on part of the pupils toward punctuality and regularity. The fact that pupils from all classes of society enter the school, is proved by Table IV., while from Table V. it appears that a majority of our pupils have had all their school training in St. Louis.

TABLE I.  
Showing the number of applicants for admission for each year, the number admitted, the number of pupils in each class, their ages, and the number of graduates.

	No. of appli- cants.	No. admitted	Whole No. enrolled dur- ing the year.	Senior.	Middle.	Junior.	Fourth.	AGES AT CLOSE OF YEAR.					No. of Graduates.	
								Senior Class.	Middle Class.	Junior Class.	Fourth Class.	Whole School.	Jan.	June.
1857-58.....	...	...	70	...	...	70	...	...	...	...	...	...	...	5
1858-59.....	...	...	104	27	...	77	...	...	...	...	...	...	...	6
1859-60.....	...	...	106	40	...	66	...	...	...	...	...	...	...	29
1860-61.....	...	...	80	36	...	44	...	29.9m	...	21	...	...	...	10
1861-62.....	...	...	38	14	...	24	...	...	...	...	...	...	...	13
1862-63.....	...	...	48	14	...	34	...	18.11m	...	18.2m	...	...	...	22
1863-64.....	...	...	59	12	...	47	...	19.7m	...	16.6m	...	...	...	17
1864-65.....	...	...	64	15	...	49	...	20.4m	...	18.4m	...	...	...	18
1865-66.....	...	...	77	25	...	52	...	19.9m	...	18.9m	...	...	...	25
1866-67.....	56	44	65	13	...	52	...	20.4m	...	18.11m	...	...	...	18
1867-68.....	95	79	104	18	70	76	...	19.5m	17.11m	18.2m	...	...	8	24
1868-69.....	121	73	130	39	18	46	27	18.8m	20	19.9m	19.2m	...	12	19
1869-70.....	123	96	149	39	24	17	69	20.3m	22.10m	18.4m	19.7m	19.11m	11	24
1870-71.....	109	81	155	27	24	32	72	19.1m	19	19.1m	17.5m	18.6m	10	17
1871-72.....	109	72	139	39	31	21	48	19.3m	21.2m	18.8m	19	19.9m	17	22
1872-73.....	142	92	177	41	23	30	83	19.10m	20.3m	19.5m	18.4m	19.3m	20	21
1873-74, 1st term.....	180	137	220	29	30	47	89	20.9m	20	18.8m	18.1m	18.5m	26	...
" 2d ".....	...	...	...	23	43	48	79	20.1m	18.8m	18.3m	17.11m	18.3m	...	22
1874-75, 1st term.....	109	68	254	45	44	50	63	19.1m	19.2m	18.4m	18.1m	18.8m	45	...
" 2d ".....	77	48	...	26	55	50	55	19.6m	18.2m	18.9m	18.7m	18.9m	...	26
1875-76, 1st ".....	164	114	290	62	42	48	51	19.9m	18.5m	18.8m	17.8m	18.6m	42	...
" 2d ".....	67	45	...	46	32	42	73	19.9m	18.3m	18.4m	17.11m	18.6m	...	40
1876-77.....	105	75	215	48	43	43	46	19.2m	18.9m	17.9m	17.8m	18.6m	12	...
1877 to June 77.....	37	28	...	64	44	40	35	19.2m	19.2m	18.1m	17.10m	18.7m	...	55



TABLE II.

*Showing the number of pupils enrolled each year, attendance, and cases of tardiness.*

YEAR.	No. enrolled whole year.	Not absent.	Not tardy.	No. of cases of tardiness.	Average No. belonging.	Average No. attending.	Per cent of attendance.
1857-58.....	70	...	...	...	38	34	92
1858-59.....	104	...	...	...	51	...	...
1859-60.....	106	18	60	151	58	56	95.5
1860-61.....	80	18	44	51	49	46	95
1861-62.....	38	7	16	50	29	28	96
1862-63.....	48	...	...	...	33	...	...
1863-64.....	59	8	16	93	33	31	94.5
1864-65.....	64	6	38	56	46	43	95
1865-66.....	77	7	48	67	56	53	95
1866-67.....	65	11	31	72	47	44	93
1867-68.....	104	11	67	96	69	64	93
1868-69.....	130	4	30	171	89	83	92
1869-70.....	149	15	52	190	98	93	95
1870-71.....	155	5	115	139	108	102	94
1871-72.....	139	5	110	109	88	79	90
1872-73.....	177	7	149	59	121	113	93
1873-74.....	220	9	182	27	172	162	94
1874-75.....	254	20	204	32	178	172	97
1875-76.....	291	64	280	11	193	186	96
1876-77.....	215	55	212	11	173	168	98

TABLE III.

*Showing Character of Attendance of Pupils.*

YEARS.	PUPILS ATTENDING—DAYS.										
	200	180—200	160—180	140—160	120—140	100—120	80—100	60—80	40—60	20—40	1—20
1857-58 .....	...	...	...	...	...	...	...	...	...	...	...
1858-59 .....	25	1	2	5	1	12	7	10	16	13	12
1859-60 .....	24	6	1	5	4	22	11	12	9	9	5
1860-61 .....	...	18	6	11	2	7	5	8	13	8	2
1861-62 .....	...	13	5	6	2	1	8	1	2	2	...
1862-63 .....	...	...	...	...	...	...	...	...	...	...	...
1863-64 .....	1	17	5	4	2	1	4	4	4	2	15
1864-65 .....	5	31	4	2	2	5	1	...	3	3	8
1865-66 .....	7	29	8	5	3	3	2	5	4	4	5
1866-67 .....	...	16	17	2	4	3	8	3	3	5	4
1867-68 .....	3	36	15	2	1	7	12	5	2	17	4
1868-69 .....	4	52	7	3	2	8	21	9	11	9	4
1869-70 .....	8	42	15	6	3	10	17	9	4	16	19
1870-71 .....	5	53	10	10	10	13	24	7	7	12	4
1871-72 .....	2	51	11	8	9	5	24	5	3	12	9
1872-73 .....	2	59	17	2	4	9	53	12	8	5	6
1873-74 .....	9	100	21	9	3	8	51	7	6	2	4
1874-75 .....	20	88	5	5	7	28	68	6	7	10	8
1875-76 .....	22	85	9	5	8	38	55	6	38	14	11
1876-77 .....	55	104	17	4	4	7	21	2	0	1	0

TABLE IV.  
Showing the Number of Pupils as represented by the different Occupations of their Parents or Guardians.

YEARS.	Agents.	Artists.	Boarding House & Hotel Keepers.	Boatmen.	Butchers.	Clerks.	Confectioners.	Daymen and Teamsters.	Farmers and Gardeners.	Laborers.	Laundresses.	Manufacturers.	Mechanics.	Merchants.	Professionals.	Public Officers.	Saloon Keepers.	Seamstresses.	Unclassified.	Total.
1857-58.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1858-59.....	3	1	...	1	...	2	...	...	12	...	...	...	20	13	14	...	...	...	42	108
1859-60.....	...	...	...	1	...	5	...	...	10	...	...	1	14	5	10	...	...	...	31	80
1860-61.....	3	...	...	1	...	...	...	...	1	...	...	1	20	9	3	2	...	...	2	38
1861-62.....	...	...	...	...	...	...	...	...	1	...	...	1	...	...	...	...	...	...	...	...
1862-63.....	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...
1863-64.....	3	1	...	...	...	...	...	...	6	...	...	2	11	13	...	8	2	1	...	58
1864-65.....	12	...	...	1	...	...	...	...	4	1	...	1	17	8	5	4	...	3	26	64
1865-66.....	...	...	...	...	...	2	...	...	2	1	...	1	...	...	...	1	...	...	81	78
1866-67.....	...	...	...	...	...	...	...	...	1	...	...	...	16	10	5	...	...	2	...	...
1867-68.....	5	...	...	1	...	6	...	...	1	...	...	...	16	13	3	3	...	...	...	65
1868-69.....	5	...	...	...	...	4	...	...	5	...	...	3	32	18	7	4	...	7	46	104
1869-70.....	6	...	...	3	...	...	...	...	8	1	...	...	...	...	...	...	...	...	39	130
1870-71.....	8	4	...	5	...	...	...	...	4	...	...	3	21	14	11	7	...	5	...	149
1871-72.....	3	...	...	1	...	9	...	...	7	2	1	...	2	5	12	...	...	3	34	156
1872-73.....	...	...	...	1	...	...	...	...	7	1	...	...	...	...	...	...	...	...	...	...
1873-74.....	7	2	...	3	...	13	...	...	1	3	1	...	28	23	9	6	...	6	...	177
1874-75.....	6	...	...	8	...	9	...	...	4	...	...	...	37	25	16	4	1	7	...	220
1875-76.....	12	...	...	10	...	...	...	...	6	10	...	...	52	53	12	9	1	8	...	254
1876-77.....	4	2	...	3	...	14	...	...	6	8	4	...	50	38	21	5	...	10	...	291
1876-77.....	...	...	...	...	...	...	...	...	4	2	1	...	39	26	16	...	1	6	86	215

TABLE V.

*Showing the Birthplace of Pupils registered.*

	St. Louis.	Missouri, without St. Louis.	New England States.	Middle States.	Southern States.	Western States and Territories.	Great Britain.	Ireland.	German States.	Other Foreign Countries.	Unknown.	Total.
1857-58.....	...	...	...	...	...	...	...	...	...	...	...	...
1858-59.....	...	...	...	...	...	...	...	...	...	...	...	...
1859-60.....	17	4	18	19	7	25	6	4	1	2	5	108
1860-61.....	19	2	5	9	8	18	3	5	2	...	9	80
1861-62.....	12	1	1	2	1	10	7	4	...	...	...	38
1862-63.....	...	...	...	...	...	...	...	...	...	...	...	...
1863-64.....	18	3	2	9	...	18	4	4	...	...	1	59
1864-65.....	26	6	3	5	4	10	1	7	1	1	...	64
1865-66.....	26	8	5	7	3	17	4	4	1	1	...	76
1866-67.....	25	7	7	4	2	16	1	2	1	...	...	65
1867-68.....	44	2	5	15	1	29	5	3	...	...	...	104
1868-69.....	54	5	5	18	5	34	2	7	...	...	...	130
1869-70.....	54	12	3	20	9	39	7	5	...	...	...	149
1870-71.....	62	8	3	14	14	14	4	7	1	...	...	155
1871-72.....	38	26	6	6	3	19	3	12	2	...	...	115
1872-73.....	72	10	5	14	7	56	6	...	2	4	1	177
1873-74.....	75	38	7	14	12	53	8	2	1	1	9	220
1874-75.....	121	24	6	13	14	64	7	2	1	1	1	245
1875-76.....	151	18	2	13	11	85	4	3	...	2	2	291
1876-77.....	116	22	2	9	10	54	1	...	1	...	...	215

## HOME WORK.

The fact that the attendance of the school has been better during the past year than during any previous year, gives evidence of the physical health of the pupils. In order to guard against overwork, a daily record is kept to note the amount of time spent on school work outside of school hours. This record

is never used to stimulate pupils to greater efforts, but to restrain weak pupils from injuring their health by working too hard. The average daily time spent on school work at home is:

Fourth Class.....	1 h. 52 m.
Junior Class.....	2 h. 40 m.
Middle Class.....	2 h. 20 m.
Senior Class.....	1 h. 55 m.
Advanced Class.....	2 h. 8 m.

Average time spent on home work by the school, two hours eleven minutes.

#### ADVANCED CLASS.

By the friendly coöperation of many of the Principals of the District Schools, an arrangement was made by which the members of the advanced class spent about half their time in practical teaching. By this combination the pupils study the science of teaching in connection with practical work, and are enabled to overcome the first difficulties in teaching, while they can be assisted and guided by the advice of their own teachers and those of the school in which they teach. By this arrangement our young teachers will already possess some practical experience when they graduate, and the diploma is awarded to them after their probable success as teachers has been tested in the class-room.

#### PROMOTION TO HIGHER CLASSES.

In order to allow none but the best obtainable material to graduate and become teachers, it is an imperative duty to exclude those from entering higher classes who have not satisfactorily finished the work of the previous part of the course. In not a few cases such absence of talent for teaching becomes manifest as renders it necessary to exclude the pupil from the school altogether. Each case of this kind is discussed and

decided by the teachers of the school in one of their weekly meetings. This is, perhaps, the most disagreeable part of the teachers' duties, but its necessity lies in the object of the school. In most cases advice to withdraw, given to the pupil, is quietly adopted, and the necessity to submit the matter to the Teachers' Committee of the Board of Public Schools does not frequently arise.

#### METHODS OF INSTRUCTION.

The methods of instruction used in the Normal School have been discussed in some of my former reports, and but little remains to be added here. It has been the endeavor of the teachers of the school to reduce the quantity of details and facts which form the subject matter of the course of instruction, and to teach the limited number of data so that they may be remembered not only from day to day but for life, and to impart a knowledge of how to handle and use fact. Stress is laid upon principles and leading thoughts; when a smaller number of details is presented, it becomes possible to check careless habit of study which considers a lesson as words to be repeated the next day, instead of looking at it as something which the mind must understand and make its own permanently.

In History, for instance, frequent topical review lessons tended to exhibit the causal connection of epochs, and to show the logic of events. The number of chronological dates is limited, but whatever dates are studied, are required to be kept present to the mind throughout the course.

In Physiology, Zoology and the natural sciences, the students are expected to draw from memory diagrams or outlines of the principal forms which they are studying. In Natural Philosophy, and in all studies that allow of the same plan, the pupils are required to invent and construct simple apparatus to illus-

trate the subjects which are considered. Many of the wall maps used in Geography and History were drawn and mounted by pupils. The principle in all these arrangements is to make the pupil familiar with those inexpensive means of illustration which she can and should use in any school-room in which she will be called to teach. Special instruction is given in the use of such apparatus as is found in the District Schools.

In all the studies the pupil recites as if she were to teach to her class the subject which she has studied. Thus each Normal School recitation may in some sense be considered a teaching exercise.

#### COURSE OF STUDY.

A detailed course of study for each class and division was adopted this year, in order to secure harmony in the work of the several divisions of a class which may happen to be in the hands of different teachers, and to secure greater unity in the general work of the school. In connection with this it should be stated that each division is examined in every study by the principal at the close of the third half quarter.

#### CHANGES IN THE CORPS OF TEACHERS.

At the close of the scholastic year 1876, Miss Cora Small, and at the end of 1877, Miss Anna C. Gannett, resigned their positions. Their self-sacrificing, faithful and efficient work is well known to all that are connected with the school, and make the resignations a source of regret.

All of which is respectfully submitted.

LOUIS SOLDAN,  
*Principal Normal School.*

## THE HIGH SCHOOL.

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The number of applicants admitted to the Junior (or first year's) Class of the High School the past year, is as follows :

	Over 80 per cent.	70 to 80 per cent.	60 to 70 per cent.	Total.
June, 1876.....	40	65	60	165
September, 1876.....	...	3	7	10
November, 1876.....	3	20	32	55
January, 1877.....	2	16	35	53
April, 1877.....	0	4	24	28
	<hr/>	<hr/>	<hr/>	<hr/>
Total for 1876-77.....	45	108	158	311
June, 1877.....	16	128	100	244

The pupils upon their first admission to the High School attend the Branch High Schools, conveniently located in different parts of the city, and enter the Central High School upon being promoted to the second year's work.

The number admitted to the Second Class during the year was :

For June, 1876.....	57
" September, 1876.....	8
" November, 1876.....	11
" January, 1877.....	40
" April, 1877.....	27
	<hr/>
Total.....	143
" June, 1877 .....	95



## WHO PATRONIZE THE HIGH SCHOOL?

In times of financial distress each public institution is challenged to show its usefulness and its right to exist at public expense. Thus high school education is frequently questioned, and even primary schools at public expense meet with opposition. It is somewhat singular that the wealthy should oppose free high schools on the ground that the poor have no right to have their children educated at public expense in anything higher than the primary branches of education, and at the same time the laboring classes of the community should oppose free high schools on the ground that they are an aristocratic institution for the wealthy, who alone can afford to use them. I have analyzed the table of occupations (see Appendix) in order to show the representation of the different classes of our community in our High Schools. There are children of

Merchants.....	286
Professional men (lawyers, doctors, teachers, &c.)...	170
Agents.....	86
Clerks.....	77
Artists.....	12
Public officers.....	38
Boarding-house Keepers, Victuallers, Saloon Keepers.....	25
Boatmen.....	8
Butchers.....	9
Draymen and Teamsters.....	13
Day Laborers.....	22
Gardeners and Farmers.....	24
Mechanics.....	164
Seamstresses.....	23
Washerwomen and Laundresses.....	4
Manufacturers.....	61
Unclassified.....	235

Probably about one-third of the number enrolled in the High Schools may be children of wealthy parents, and the remaining

two-thirds of parents not wealthy, and at least half of whom could not afford the means to pay tuition.

In the accompanying report by Mr. Morgan, the question of public High Schools receives a thorough and vigorous discussion.

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### REPORT OF THE PRINCIPAL.

W. T. HARRIS, Esq., *Superintendent Public Schools, St. Louis:*

*Sir:*—Allow me to submit the following as the Annual Report for the High School for the year 1876-7:

#### ATTENDANCE.

The percentage of attendance does not vary materially from year to year, and is as great as could be desired; 97 per cent. with regard to absence, and 95.25 per cent. of one per cent. in regard to tardiness, are the figures for the year.

#### SCHOLARSHIP.

As stated in the last report, the character of scholarship is uniform and high, but the amount of work completed is still affected by the changes in grading and organization. It seems probable, however, that this will correct itself, and that in the fullness of time the former standard will be attained. The semi-annual examinations show that

In Language.....	398	pupils averaged	68.9	per cent.
" Mathematics.....	286	" "	72.9	" "
" Natural Science .....	374	" "	70.2	" "
" Literature .....	491	" "	69.9	" "
" Miscellany .....	187	" "	70.5	" "

## DEPORTMENT.

The general deportment of the pupils is such as to gratify all concerned. The average percentage of good behavior for the year has been 96.8 per cent.

The quarterly addition of pupils unaccustomed to our requirements, and the shortened time of the course, tend to render good results more difficult, but the variation is sufficiently slight to bear witness to increasing effort and success in the schools from which the pupils come.

## HOME STUDY.

The amount of home study, as well as the other interests of school life, is necessarily affected by the changes in the course of study, and by the changes in grading. For the past few years the amount has been considerably in excess of that requisite before the changes. For the present year the report is as follows :

FOR THE SCHOOL.....	2.1	hours	per diem
Boys.....	2	"	"
Girls.....	2.3	"	"
SENIORS.....	2.6	"	"
Boys.....	1.9	"	"
Girls.....	2.5	"	"
THIRDS.....	2	"	"
Boys.....	1.4	"	"
Girls.....	2.6	"	"
SECONDS.....	2.3	"	"
Boys.....	2.7	"	"
Girls.....	1.9	"	"

## CHANGES IN THE CORPS OF TEACHERS.

We have had to meet the almost irreparable loss, by death, of Miss Delia M. Brey. Miss Brey was a graduate of the High School (Class of 1863), and had been constantly in the employ-

ment of the School Board as a teacher in some one of the many grades of the system. She so discharged her duties that one almost regretted her promotion, as it seemed so difficult to fully supply her place. To the teachers and pupils of the High School her death was an affliction, not only from the invaluable character of her work and of her influence, but also from the unqualified respect and strong personal regard which she excited. With all sincerity it may be said that no more honorable and useful life was ever closed by the lasting regrets of all who had felt its influence. To fill the vacancy thus created, Mrs. Cecilia Smith was appointed first lady assistant, and gives promise of adding to the honorable record which she has made during her long service for the School Board. We were fortunate in the fact that Miss Mary H. Chidester found her health sufficiently restored to shorten her leave of absence, and to return at a time when we specially needed her services. Miss Helen A. Shafer, whose long and excellent service in the High School had made us regard her as one of its essential elements, was compelled at the close of the year to change her two year's leave of absence into a resignation of her position. As nothing but the imperative demands of her health could have compelled her to take this step, so no reason of less weight could have ever measureably reconciled us to such an action. The School Board have lost a teacher, one abler than whom we have never had, and her associate teachers have been compelled to part with a most invaluable colleague.

#### THE GRADUATING CLASS.

The class of 1877 was large, although the unusual number who graduated in 1876 causes ordinarily large classes to seem small. The scholarship at the Washington University was not assigned. The average age was:

For the Class.....	17.8
Boys.....	17.5
Girls.....	18.1

NAMES.	Rank.	Scholarship.	Attendance.	Department.	Days absent.			Times tardy.			Discard-its.		
					Second.	Third.	Senior.	Second.	Third.	Senior.	Second.	Third.	Senior.
Barron, Marguerite	39	70.5	95.1	94.3	2	9	3	14	2	0	1	2	17
Blair, George	50	82	94.6	73	0	2	8	10	1	0	0	1	63
Cannan, Jennie W.	48	71.8	89	85	0	2	15	17	0	0	2	2	21
Carpenter, Louis M.	54	72.5	90.5	75	1	3	8	12	0	0	3	3	28
Chapman, Adelaide	28	69.9	92	99.9	0	0	10	10	0	0	0	0	1
Cole, Ernest H.	42	74.6	96.9	89	2	0	2	4	0	1	0	1	18
Conant, Carrie L.	45	73	95.8	85	5	1	0	6	0	0	2	6	26
Davis, Ella	20	75.5	93.4	98.3	4	7	6	17	0	1	1	2	0
Dickey, Elizabeth	40	64.5	57.2	100	19	28	36	53	0	1	5	6	0
Dodge, Julia T.	15	84.9	99.3	92	0	0	1	1	0	0	0	0	8
Drown, Anna H.	38	73.9	50	91.3	14	17	30	61	7	3	9	19	6
Dwyer, Cecilia A.	10	81.4	97.3	98.6	0	2	4	6	0	0	0	0	2
Edwards, Elizabeth J.	44	85.2	99.7	78	0	1	0	1	0	1	0	1	36
Forby, Julia	25	80	94.1	90.3	1	3	7	11	0	0	0	0	9
Fritch, Rosaline	7	82.7	99	99.3	1	2	0	3	0	0	0	1	1
Gansee, Frank W.	37	72.7	90	93	0	6	4	10	0	0	0	0	0
Grant, Estelle	52	64.1	78.5	88.3	12	15	18	45	0	1	1	2	32
Greve, Alfred	46	75.4	86.8	87.3	10	5	6	21	0	0	0	0	6
Hall, Charles	47	78.6	96	82	1	5	2	8	0	1	0	1	9
Hall, Edward	55	66.8	96	75.3	3	2	0	5	0	0	1	1	25
Hall, Nellie K.	36	72.8	78	93	11	14	9	34	7	8	8	23	10
Hanley, M. F.	22	78.1	93.6	93.3	3	4	5	12	0	0	2	2	0
Harless, Mathilde	12	80.6	93.9	98	0	0	4	4	1	1	2	4	2
Hauck, Louis	56	64.4	88.1	71	6	7	7	20	0	0	0	0	37
Hodge, C. W.	51	80	98.3	74.6	0	0	3	3	0	0	0	0	14
Houston, Mary F.	41	75	96.8	89	1	5	2	8	0	0	0	0	10
Hudson, Wm. C.	59	67	96.3	32.3	1	0	3	4	0	0	5	5	55
Huncke, Felix H.	49	76.2	98.1	79.3	0	1	0	1	0	0	1	1	20
Johnson, Jennie C.	4	84.6	94.1	100	5	0	2	7	4	2	0	6	0
Jones, Katie A.	31	76.1	94.6	92	0	6	6	12	0	0	0	0	10
Kaemmerling, Gustav	30	77.8	93.7	91.6	0	5	2	7	0	0	5	5	0
Kennett, Dixon H.	58	74.6	92.5	42.3	6	3	4	13	1	1	2	76	37
Kimball, Josie M.	14	80.4	92	97.6	3	2	6	11	4	0	0	4	0
Kuh, Clothilde	32	82.3	98.5	85.6	1	5	0	6	0	0	0	0	19
Langsdorf, Bertha	1	88.5	98.1	97.6	1	1	1	3	0	0	0	5	1
Lipscomb, Lottie	24	75.4	90	95	0	0	9	9	0	0	2	2	0
Lord, Clara N.	3	87.6	100	97.6	0	0	0	0	0	0	0	2	3
Lynds, Edward M.	57	68.7	86.5	66	9	7	7	23	0	0	3	3	32
Macdonald, Agnes I.	5	87.7	93	96.6	4	2	7	13	0	0	0	4	2
McIntyre, S. Cora	33	82.4	91.7	85	4	1	7	12	1	1	0	2	8
Meyer, Ellen F.	26	78.2	97	92	4	2	0	6	0	0	0	23	1
Miffler, Joseph G.	60	55.3	94	19.3	3	2	0	5	5	4	5	14	100
Noite, Minnie G.	8	85.2	89.4	95.3	4	1	12	17	0	1	0	1	2
Ohnsorg, Matilda	9	82.8	94.5	97.3	0	1	5	6	0	0	4	4	3
Packard, Hattie M.	2	85.8	96.5	100	4	0	0	4	1	1	1	3	0
Parkhurst, Mary E.	18	75.4	90.7	98.6	4	5	8	17	1	1	0	2	4
Partridge, Jennie K.	23	81.6	95.5	89.6	1	0	0	1	0	1	1	2	13
Ramsey, Adelaide W.	29	83.3	97.6	86.3	0	0	3	3	0	0	1	1	18
Seemann, A. C.	21	86.1	97.6	86	0	0	1	1	4	0	1	5	2
Skralinka, Louis	35	75	96.5	91	4	3	1	8	1	0	0	1	12
Tarrant, Nannie	34	81.6	92.3	85.3	2	0	4	6	0	0	0	0	22
Thom, Henry C.	53	84.9	97.3	66	0	0	3	3	1	0	0	1	87
Thompson, Lillie W.	19	74.9	94	99	0	5	6	11	0	0	0	1	1
Tiedemann, Ernst F.	43	72.5	95.2	91	3	1	4	0	0	0	6	6	16
Wachtel, Fannie	17	80.1	99.3	94.6	1	0	0	1	0	0	0	4	8
Wayne, Annie	27	76.5	99.8	93.6	0	1	0	1	0	0	0	2	7
Warner, Ida E.	16	84.1	98.1	92.3	0	5	0	5	0	0	0	14	2
Warren, Ruth H.	11	83.2	96.4	95.6	4	9	11	4	0	1	0	1	8
Weigel, Theresa E.	6	87.9	96	96	2	2	3	7	0	0	0	6	3
Wyeth, Ethel	13	81.8	83.3	96.6	6	8	7	21	5	0	8	13	6

## COMPARATIVE RECORD OF GRADUATING CLASSES.

YEAR.	No. in Class.	Per cent. Scholarship.	Per cent. Deportment.	Per cent. Attendance.	Per cent. in Deportment.	Per cent. in Attendance.	Average No. Checks.	Average No. Absences.	Average No. Tardinesses.	Average Age.
1873.....	53	77	87.8	89.9	4	..	47.9	17.3	4.4	18.1
1874 .....	57	77.4	92.7	96.6	6	2	24.9	9.7	2.5	17.4
1875.....	56	78	92.7	95.9	6	3	22.9	9.4	4.1	18.1
1876.....	99	78.3	88.1	97.29	3	3	34.3	9.4	2.2	18.5
1877.....	60	73.7	83.1	88.6	8	7	12.5	4.9	1.3	17.8

The class of 1877, the twentieth to which a graduation has been awarded, increased the total number of graduates to 712.

The average number has been :

1858-1877.....	32.6
1858-1865.....	22.5
1865-1877.....	44.3
1877.....	60

## THE ALUMNI ASSOCIATION.

The officers of this Association are :

*President*—W. J. S. BRYAN, 1869, 2828 Saloman Avenue.

*Vice-President*—CHAS. E. ILLSLEY, 1861, St. Louis Mutual Ins. Building.

*Corresponding Secretary*—RICHARD FENBY, 1865, Samuel Fenby & Co.

*Recording Secretary*—Miss MARY L. DUDLEY, 1867, 4th Branch High School.

*Treasurer*—DAVID C. BALL, 1875, Assistant Librarian, Mercantile Library,

*Executive Committee.*

Class of 1858—Mrs. Halcyon Childs.....2319 Eugenia Street.

Giles C. Letcher.....225 Pine Street.

" 1859—

Edwin C. Robbins.....622 North Second Street.

" 1860—Mrs. M. L. Brewer.... 2206 Walnut Street.

Leo Rassieur.....Granite Building, S. W. cor. 4th  
and Market.

Class of 1861—	Miss S. T. Martin.....	1014 Clay Avenue.
	Chas. E. Illsley.....	Ins. Building, Sixth and Locust.
"	1862—	
	A. B. Thompson.....	513 Olive Street.
"	1863—	Mrs. M. E. Sproule.....2212 Olive Street.
	Wm. C. Dyer.....	1013 North Sixteenth Street.
"	1864—	Mrs. Anna Brookmire.....2733 Lucas Avenue.
	Dr. E. M. Nelson.....	3001 Easton Avenue.
"	1865—	
	Fred'k M. Crunden.....	Public School Library.
"	1866—	Miss Maggie E. Goodin.....2642 Olive Street.
	Nathaniel Meyers.....	Olive Street, S. W. cor. 5th.
"	1867—	Mrs. H. Wiederholdt.....907 South Eighth Street.
	David Goldsmith.....	N. W. cor. Fifth and Chestnut.
"	1868—	Miss Georgie L. Green.....3413 Henrietta Street.
	Dr. W. E. Fischel.....	1011 North Sixteenth Street.
"	1869—	Miss C. E. Histed.....913 Autumn Street.
	A. G. Easton.....	Chamber of Commerce.
"	1870—	Miss V. E. Stephenson.....2109 Walnut Street.
	Ellis S. Pepper.....	Custom House.
"	1871—	Miss Cordelia M. Schiefer.....712 Chestnut Street.
	Walter B. Trask.....	Allen and Hoffman.
"	1872—	Miss Lucy N. Page.....3523 Lindell Avenue.
	Frank Hicks.....	517 Olive Street.
"	1873—	Miss Adelaide Johnson.....2025 Clark Avenue.
	Lyman W. Allen.....	3109 Chestnut Street.
"	1874—	Miss Belle Sherrick.....1124 Locust Street,
	Charles H. Dixon.....	3406 Pine Street.
"	1875—	Miss Ada Bouton.....2630 Geyer Avenue.
	Eugene Macbeth.....	M. A. Wolff, Real Estate Agent.
"	1876—	Miss Helen R. Scott.....2645 Pine Street.
	Henry B. Davis.....	217 North Third Street.
"	1877—	Miss Annie Drowne.....Arkansas Ave. & Compton Hill.
	L. M. Carpenter.....	809 Tayon Avenue.

The Association gave its two yearly entertainments—one in December and one in June. The programme for the June entertainment was as follows :

1. Music.....By Prof. E. SPIERING.
2. Introduction of the Class of 1877.....By MR. L. M. CARPENTER.
3. Response.....By the PRESIDENT.

4. { Soprano Solo, "Happy Birdling of the Forest," ..... Wallace.  
       MISS LETITIA L. FRITCH.  
       Flute Obligato.....By MR. DABNEY CABE.
5. Address, "The Grounds of American Patriotism," .....H. H. MORGAN, Esq.
6. Piano Solo, "Polonaise".....Chopin.  
       PROF. W. H. POMMER.

Inasmuch as the old question of the right of establishment of free High Schools at public cost is provoking new discussion, I have abbreviated the arguments advanced in favor of the Public High School and embodied them below in the form of a syllabus, to which I have also appended references to the passages in former annual reports which treat this theme.

#### THE JUSTIFICATION OF THE PUBLIC HIGH SCHOOL.

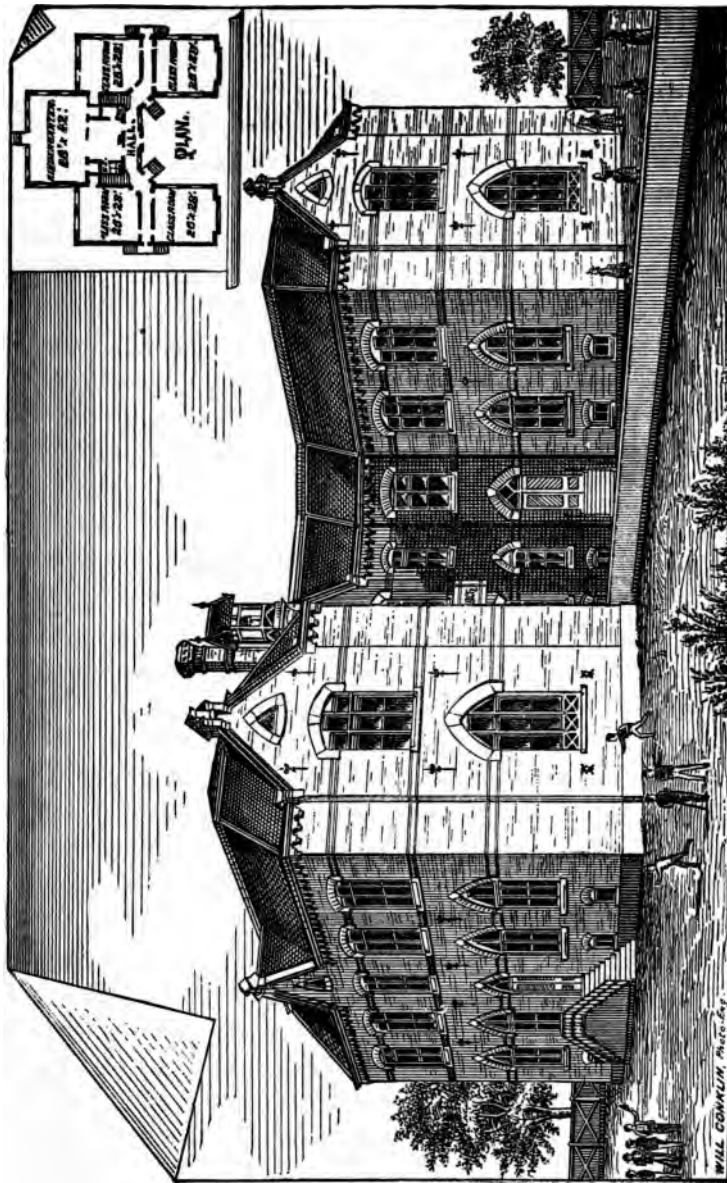
*I. To those who hold free public education to be an unjustifiable burden upon the State.*

What, then, is the object of education? Undoubtedly the full, complete and harmonious development of every human faculty. This statement is general, but evidently covers all partial definitions; it furnishes the only valid test of views in regard to *general* or what is called public education, where the limit is in extent and not in kind, and it shows the fallacy of those who, for the purposes of general education, instead of for the ends of special education, insist upon more or less than the *common* interests require. To create or to perpetuate caste among the people, whether the caste be of workingmen or of the professions, is, upon the theory and practice of the United States, contrary to the public good. We therefore leave all special training to the benevolence and influence of the private indi-



vidual. Education does not seek the futile end of equality in wealth, station, or influence; it does not expect, by some subtle process, to change the laws of life. It leads man to recognize (not create) the conditions under which he lives, and by an intelligent recognition move freely and with certainty where now he stumbles blindly; as an animal, he shall know the laws and conditions of his being, so that by compliance with these he shall be free from pain and sickness, and shall be the master and not the slave of his body; as a member of the family or society, he shall comprehend those obligations which form the foundation of his privileges, and consequently move in harmony with the law of the family and of the community. Education, then, is the normal, and therefore harmonious development of all human faculties: the harmony is to be tested as all proportions are tried, by *ratio*; and that development is harmonious in which "any phase of ability is but a phase of general ability." A man, then, is completely educated when he naturally and readily discharges all of his functions as a human being; an individual is fully educated when he has reached the limit of skill possible to him as an individual; and a man is properly educated in proportion as his instruction leads him towards the full possession of his faculties. What concern, then, has the State in the education of the individual? The answer to this question will vary in form with our conceptions of the State, but however various the forms, the answers must show a substantial agreement.

The State is only an abstract term for the common interests, whether these be centered in one sovereign or be distributed throughout the countless individuals who furnish these common interests. Under a patriarchal form of government, the head of the family becomes an epitome of humanity and looks after every interest of all; under a monarch, the relation is substantially the same; but in a republic, the state is limited to the care of such interests as by the consent of the citizens who collectively form the state, are committed to the care of its



STODDARD BRANCH.



officers. Rational free will is the basis of American institutions; the citizens, taken collectively, are the sovereign power, and a sovereign can know no compulsion; one of the functions of the state is, therefore, to see that every citizen has open to him the means of ascertaining and of discharging his obligations to his sovereign, and then to exact a rigid accountability; it is to manage all those interests which belong to the community as a community, and whose management cannot be trusted to the uncertainties of individual effort.

The American State has an interest in education, because the results of education are essential to the continuance and perpetuity of the state itself—a necessity perceived even by those governments which disregard the wishes of the governed, but a necessity which cannot for a moment be overlooked in a country which in its government aims to reflect the will of its citizens.

The real American State is, then, the will of the whole body of citizens as distinguished from the wishes of any individual, or of any class of individuals; and it is this common will which finds expression in our laws when these are not merely legislative enactments.

For the common good, and as an expression of the common will, it deals with education as at once the right and the necessity of every citizen; it seeks to develop the individual so that he shall be educated as a citizen, and hence contribute most to the common good. The limits of this education are found in the will of the citizens; if these be possessed of the intelligence of the founders of the New England colonies, they will see the supreme interest of education and will limit its extent only by their ability to provide it, and they, like the Pilgrim Fathers, will, by early laying a generous foundation, cause their posterity to wield the influence of the land in which they live; will cause their states to rival Massachusetts in the ability and character of the men and women who determine the standing and influence of the community. If, on the contrary, the citizens narrow public interests to the possession of certain offices and insignia

of government, they will cause their community to be noted for ignorance and unthrift, and in spite of any natural advantages, will fail to realize their best interests in any direction.

The limit to public education is found in the means and the will of the community which affords it. If the community regards education as a disagreeable but necessary charity, the extent of the education will not be great, and its results will not have high value. If the community looks upon education as a right, but a right to be allowed only within the narrowest limits, its value as an instrumentality in the solution of social problems will be correspondingly small. If the community proposes to do the best by itself, it will place as large a limit as it may in justice to its other interests, and will debate the quality and fitness of the education and not its amount—it will feel that every dollar spent for education is more than a dollar gained to the one who spends it, both in the decreased need for the expenses for other common interests, and in the increased value of every educated citizen. In this country the probable limit, for local communities at least, is the high school, and no community which can afford it deprives itself of this auxiliary to the district school.

The question of a high school may be considered by three classes of citizens. 1. Those who are indifferent to education in itself, and consent to public education only because it is a sociological need. 2. Those who believe in education by itself, but who look upon public education as a gift and not as a right. 3. Those who believe in education as a right as well as a political necessity.

To the first class (those who regard only the political need), the defence of a high school must rest upon the superior economy of a system of schools which includes a high school. It can be shown that equal efficiency can be secured with less expense by this organization than by a system of schools which omits this auxiliary.

A high school will in this light become an economical device. Its claims will readily be acknowledged by all who can understand that it is always cheap to spend a hundred dollars in one direction if by so doing one can save an otherwise necessary outgo of one hundred and fifty. The method of substantiating such a statement is twofold: 1st, to show that from the nature of the case the claim is valid; 2d, by showing that in actual working the mismanagement of the unskillful does not vitiate this claim. From the nature of the case, we all know that the modern discovery called the division of labor, has decreased the expense while increasing the efficiency of the work to be done; we all know that the extent to which this division is to go is determined solely by the amount of work to be done and the superior economy of distributing the labor. In a large dry goods business it is found by experience, as well as by calculation, that the work can be handled most efficiently and at the least expense by employing relatively few superior men who shall be able to use to advantage cheaper labor. If the book-keeping should require the constant services of five men, whose average salary was \$1,500, that the work would be more efficiently and more cheaply done by employing one superior man at a salary of \$2,500, and by allowing him four ordinary clerks at salaries of \$1,000. The whole order of business depends upon the axiom that a good head can use many hands more deftly and with less expense than many hands can work without a head. In all well organized business, therefore, the party most directly interested has merely to see to it that his subdivisions are not excessive, and that in each department the head and the hands are to justify their existence by turning out the best results at the least expense.

Upon this principle rests the various grades among school officers. 1st, the superintendent—the head of the whole organization; 2d, the principals of the various grades; 3d, the teachers other than principals. Upon this idea, known by experience to be a sound one, rests the grading in schools. As a matter of

economy, as well as of efficiency, it is found expedient to classify the work to be done. Hence, in the public schools, where the number of pupils is so large as to justify classification, the authorities begin by creating the primary grade, and in the least advanced communities extend this grading through what would be the sixth or seventh grade of the St. Louis District Schools. The limit is determined by the number of scholars, and this in turn by the size and progressiveness of the community. Whether the various grades are collected in one building, or whether, as in our own city, we have two or more classes of school-houses, is to be determined solely by the question of convenience and economy. In a small town, whose population justifies only a public school, instead of public schools, the small number of pupils may compel one man to be superintendent, principal of the high school, principal of the normal school, principal of the grammar school, and teacher in each of the grades below the highest. Still even in this case a modicum of the full school work is to be done as well as the circumstances will admit. The same thing is true of our private schools, in which the number of pupils is so small that, at their best estate, the classes are put under different teachers in the different grades, but range from the primary scholar to the college student.

The application to our subject then lies here: Is there a sufficiency of high school work to justify the existence of such a grade? The answer lies in the statistics annually presented through the Reports of the Board of Public Schools.

But the objector may say, "I do not question the existence of a sufficient number to justify the existence of the grade, but I do not see why the work should be done at all." This objection might be urged alike by those who consider public education merely as a political need, and by those who regard public education as a gift. It will thus be necessary to reply to the objection here, and to refer to the reply when considering the views of the second class.

The answer to those who doubt the necessity of the work, must be a presentation of this necessity. This necessity, briefly stated, is that a high school exerts upon the grammar school a leverage which could not be obtained so economically by any other instrumentality, and which without the grammar schools therefore become a less defensible expense. It will be admitted that in proportion as the grammar schools do efficiently whatever work the community thinks proper to have them attempt, that they have their validity, and hence, that in so far as they are inefficient, no matter how small their cost, they must become an extravagance, inasmuch as extravagance is waste and not necessary expenditure. The question then turns upon the same argument of increasing the efficiency (not the variety) of the work, while decreasing the total expense. The argument must be as before, that the leverage gained by a high school grade is necessary for the load to be lifted and not for the employment of the lever; that the grammar school demands a high school, and not that a high school requires the grammar school; that the grammar schools determine the necessity for a high school, and not that a high school needs the grammar school; that a high school exists for the grammar schools, and not that the grammar schools exist for a high school.

This leverage can be shown in several ways: 1st, it is evident that, for a large number of schools, it is cheaper and more wise to recognize the business truth of the division of labor, and to employ as few as possible of the highest grade. To illustrate, it is cheaper and more effective to have one principal and many assistants, than to have several principals; it is cheaper and more effective to have relatively few "first grade" schools, and to let the increase be in the "lower grades" of the system. All this is readily recognized in the grades below that of a high school, and no one has been found to object to a classification which is its own defense. But the same principle applies to a high school grade which enables one to employ less expensive



aid than if the amount of money expended upon the high school grade was distributed throughout the other grades, for without a principal in the grammar schools, his special abilities must be procured at greater expense through the grades now under his charge; without a superintendent, the work must be done at a larger expense by the principals, and without a high school, the work in which co-operation is now possible, must be done at a greater expense and less efficiently by the rest of the organization.

As a matter of practical experience, it has been found in communities that the work was improved in quality, and that it cost less with a High School course than without it, despite the fact that misconception of the true office and relation of a high school have in many cases led to a mismanagement which prevents our seeing the results in their clearest light.

*II.—To those who believe in education as a gift and not as a right.*

To these what has been said to the objectors of the first class applies in so far as the gift is made reluctantly. But the gift basis is untenable by any who study those peculiarities of the United States to which we owe any advantages that we have as distinguished from the peoples of other countries as favorably situated with reference to natural resources. The cardinal doctrine of the United States is the recognition of all taken together as the people; the abrogation of the laws of primogeniture, the destruction of all castes except such as naturally arise socially. As a State, we know no rich, no poor; no cultivated, no coarse; no white, no black; no native-born, no foreign-born; no strong, no weak; we know only citizens—good citizens who support the public weal, bad citizens who seek their personal advantage at public expense. As a State,

we expect every man to know and perform his civil obligations, and refuse to accept ignorance as an excuse. As a State, we hold that all citizens are entitled to a voice, and that this united opinion shall stand as the will of the State in opposition to the opinions of any class. As a State, we hold that these citizens who are the true people, shall determine what they consider the common interests, and shall have these administered by the State which is entrusted with these common interests. As a State, we have decided that the common interests demand the free development of each citizen, and that each one shall contend against his individual disadvantages, but that he shall have no artificial burden of civil disabilities. Be he who he may, he must contend against the greed, selfishness, envy and prejudices of his fellow men; but he shall receive from the community only encouragement to better his circumstances and elevate his character. If he meet with the highest success he shall find no barriers in society, but after he has accomplished the arduous task of raising himself from a rail-splitter to the Presidential chair, he shall be received for what he is and not for what he was. The hundred years through which we as a country have lived, will satisfy any earnest and honest inquirer that, despite the forebodings which always accompany any change; despite the doubts which seem to oppress many as to the future of our country; despite the disadvantage of the prejudices which enfeebled the efforts even of those who have wrought all that has been accomplished, we have every evidence that the path selected leads to the goal which we would obtain.

We are of those who feel satisfied that our wealthy, or prominent, or useful citizens are such only in virtue of the free activity which our State not only permits but encourages. We see clearly, that but for this freedom of development, and but for the wider intelligence which is due to the attempt to exact from each citizen a clearer sense of his duties, responsibilities, and opportunities, a greater capacity for a self-creating activity—

our prominent men would now lack those qualities which make them prominent. We must see with equal clearness that but for the inducements for emigration, our ancestors would have remained in the place from which they came, and as their descendants would have lost our four or five generations of traceable ancestry, and have been occupied with the humble employments that marked our real forefathers. We must see that the advantages which we enjoy are due to the free activity which has arisen in all countries through commerce, and in our own, much more largely from its recognition as a cardinal truth. Hence, those who look upon public education as a gift from the rich to the poor forget that from which their wealth has sprung, as well as its only secure foundation. The increase of wealth in Missouri has accompanied the increase of intelligent activity; a period no longer than my own life has been long enough for the transformation of a town of from 34,140 inhabitants, (with an aggregate of taxable wealth reported at \$940,000,) to one of the largest cities in the Union, with an aggregate of wealth reported to the assessor at \$168,000,000.

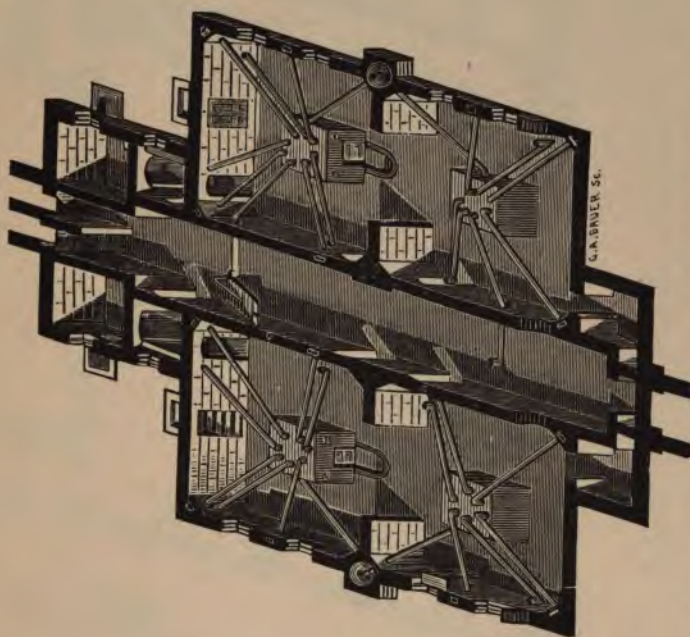
This wealth has arisen from the activity of those who in the beginning had no wealth. Any old St. Louisan knows the history of the fortunes possessed by "our oldest families." It is the increase of an intelligent activity that has, within the last few years, inaugurated manufactures which represent \$48,387,150 of capital, and \$158,761,013 of production. It is this same activity that has made St. Louis measurably desirable as a place of living and laboring to the many who have come hither from other places; and it is to the wants created by their coming, that those who are to the manner born, owe the increased valuation of their property, as well as an increase in the aggregate wealth of the community. But to secure any such results it is plainly and absolutely necessary that independence, self-help, and manhood should be developed at all costs. The development of these qualities is inconsistent with the idea of



PEABODY SCHOOL.

THE AMES, BATES, BENTON, CARONDELET, CARR LANE, CARROLL, CLAY, CLINTON, DIVOLL, DOUGLAS, ELIOT, HUMBOLDT, IRVING, LACLEDÉ,

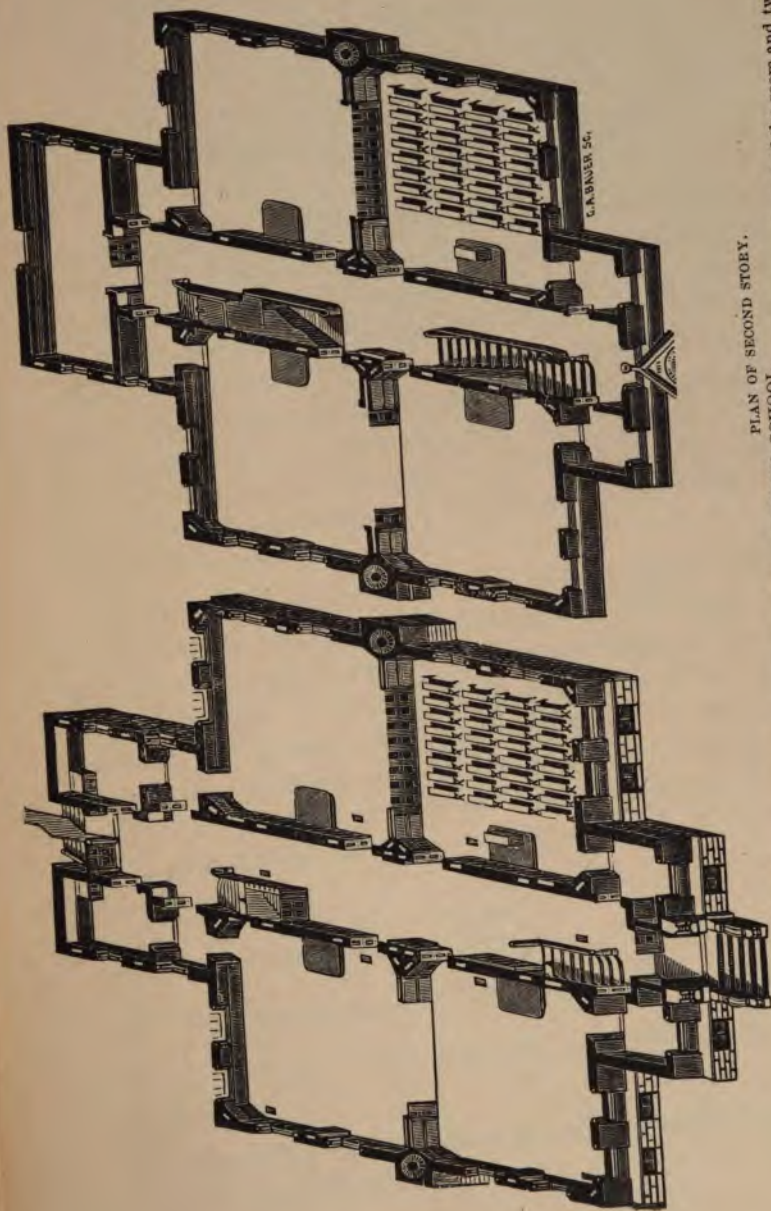




View of the basement, showing the position of the furnaces, hot-air flues, etc.







PLAN OF SECOND STORY.

GROUND PLANS OF THE PEABODY SCHOOL.

PLAN OF FIRST STORY.

Twelve School rooms, each 27 by 32 feet and 14 feet high, lighted each by four windows, arranged two in back part of the room and two at the side. Sliding doors in the second and third stories separate the rooms, and can be pushed back for general exercises, such as singing, etc. Flues for ventilating and heating purposes may be seen in that part of the outside and inside walls where the sliding doors go back. The platform in the rear of the hall on the second floor is a room for the teacher's desk is placed against the inside wall, so that the pupils do not face the light. In the rear of the hall on the second floor is a room for the principal. Wardrobes are seen in the corners at the ends of the hall, one attached to each room, and having doors opening into the school-room, and also out into the hall; the pupils pass through these into the hall, getting their hats or bonnets on the way.





charity, and the condition of the South, of which I am a loyal son, proves, during its long history, the truth of my statement.

*III.—To those who believe in education as a right.*

In answer to those who look upon education as a mere sociological necessity, I have endeavored to show the superior economy of a graded system over an ungraded system, and the reasons why the grading should extend through a high school course.

To those who regard education as a gift, I have replied by endeavoring to expose the fallacy of such a belief, so that without any appeal to their generosity, they should pass over into the third class, and should gauge the limits of this education, not by their charitableness, but by the extent to which the right could be asserted.

There remains then the consideration of the claims of a high school upon those who regard education as a civil right, but wish to have it properly related to other civil rights and to see its limits, as these are determined by the nature of the right, and not by partial and unintelligent legislation. To this class apply all the arguments, already adduced in substantiating the claims of a high school upon the two classes already considered. But in addition there are other considerations which must be here represented :

1st. The political necessity,  $\left\{ \begin{array}{l} \text{crime,} \\ \text{caste,} \\ \text{creative ability.} \end{array} \right.$

2d. The reciprocal duties of the citizen and the community.

3d. The sufficiency of the education as determined by these considerations.

4th. The ability and willingness of the community to see and to attain its own best ends.

The progress of the city of St. Louis is indicated by the following statistics :

Taxable property, 1864.....	\$70,000,000.00
"    "    1870.....	160,000,000.00
"    "    1877.....	168,000,000.00
Manufactures, 1860.....	\$12,733,948.00
"    1870.....	48,387,150.00
Products, 1860.....	\$27,610,070.00
"    1870.....	158,761,013.00
Increase 29.6% per annum.	
Population, 1844.....	34,140
"    1850.....	74,439
"    1860.....	160,773
"    1870.....	310,963

Rate in increase 1870 to 1876 12%.

1877, probably 483,055.

The political necessity for public education arises not only from the inability of those of us who are poor ; the community seeks through the instrumentality of education, not only to decrease crime, but also to abolish caste, by allowing the distinctions of society to determine themselves ; and to call forth all the ability of our people, instead of being content with the efforts of those who, as individuals, find the stimulus and the means already provided for them. The political necessity takes no account of the humanitarian element, but considers solely the best and most economical administration of the common interests entrusted to the charge of the State. It sees with increasing clearness, that a State prospers in proportion to its creative ability, and not in proportion to its population, natural resources, or even the oriental luxury of its money-kings. It sees that it is better for the common good, that every citizen should have the comforts of life and the intelligence to seek after these than that some individuals should control the revenues of a whole kingdom ; it

welcomes skilled laborers as immigrants, not because these can be serviceable to the merchant princes, but, because as these laborers have advanced sufficiently far to be stimulated to seek higher prizes it is sure of renewed efforts to secure a more general, and a greater prosperity, not only in material resources, but in that higher life, which alone makes these resources valuable to any community, Hence, in the common interest, and not from humanitarian motives, the State throws such influence as the citizens endow it with, towards the promotion of all that leads towards the ends for which alone it exists. As a State it is satisfied that it is at once cheaper, and more useful, to discourage crime than to punish it; that it is vital that caste should be confined to society and excluded from public interests; that creative ability should be stimulated, and neither discouraged, nor merely ignored.

*IV.—The reciprocal duty of the Citizen and State.*

The State as has been fully set forth, is not a crystallized and unchangeable somewhat, but it is the reflection of the will of all the people who as citizens compose it. Hence, the State, like the individuals who compose it, is progressive, and must continuously adapt itself to the varying needs of its citizens. We claim for our State governments this quality of perfect flexibility, and we feel its value when we contrast the results of our civil troubles with the far greater destruction which these work under the governments of Eprope. Hence it is the business of each citizen to impress his views upon the public to which he belongs, in order that the public opinion, as expressed by the State, shall more and more truly represent the best intelligence of the community. In this way the citizen and the State are engaged in a constant interchange, and while the functions of the State can never change, and while the field for the exercise

of these functions will always be limited to the common interests, yet the functions of the State will be more clearly defined for those who represent the State, while, at the same time, the individual will be compelled to assume higher and higher responsibilities. Hence we are constantly engaged in committing to individual enterprise, those interests which the community regards as individual, while as constantly we impose upon the State the charge of such common interests as we find injured by the ignorance, selfishness, or neglect of individuals.

It is in this way that the individual returns a thousand-fold the benefits received through the State by increasing the security and the welfare of the State, through whose instrumentality he has prospered. This is the ground for the labors of all public spirited men, whether they invent iron-clads, build bridges, make jetties; whether they conduct foundries, and take a prominent part in every business enterprise which requires ability and capital, and which is to inure to the benefit of themselves *and* the community instead of themselves *in distinction from* the community; or whether remote from these enterprises they lend ready sympathy and material aid to all that civilizes, beautifies, and strengthens the community in which they live. Fortunately, for us, the number of these valuable citizens is increasing, and, even where as individuals they enjoy no universal fame, they can see from day to day the results of their labors in the rapid improvement of the community where their lives are passed.

But every one knows that unless he goes far enough to secure success, his capital of time, labor and money is wasted. Hence the consideration of the sufficiency of the education for the end proposed.

Throughout this discussion, we must, if we would reach any sound conclusions, carefully guard against confounding the question of a high school with any prescribed course of study; in

considering the sufficiency of education, we must more particularly distinguish between an education in quality, and our views as to the particular branches best calculated to insure this sufficiency. ▲

The sufficiency of education must be determined by the previous considerations of political necessity, and reciprocity of duty between the citizen and the State, modified by the next and last consideration—the ability of the community to attain what it may desire.

A prevalent view is, that because in times past the “three R’s” constituted all elementary instruction, that therefore any education which occupied itself with these would be sufficient. To suppose this, is however to close our eyes to the changes which have been wrought in the world, and to lose entirely the significance of such portions of our history as form the most constant theme of our conversation. The increased material prosperity which has sprung from the free development of creative activity, has changed the conditions of our life, and with the changed conditions has come a change in the needs of education as well as in all of the other institutions of society. Men see that in all true progress in manufacturing, the learned professions, and even theology, we need constant readjustment; but many seem to draw an arbitrary line separating education from these other interests. It must be remembered that as the individuals change, so do they modify all those institutions which are but the expressions of their will. Hence, the reasonableness of an objection against any education which, however suitable to times past, is out of relation with times present. Owing to the diffusion of intelligence, and more especially to its application to machinery, skill is now becoming as essential as knowledge was in the times of our fathers. Whether with Cardinal Wiseman we dream of converting the artist into an artisan, or desire with many, to secure to our children the ability and desire of earning a living, and of contributing to

the increase of accumulated wealth whether this be spiritual or material; or if we take the standpoint of the so-called working-man, and desire a fair day's wages for a fair day's work; or desire to reduce the number of "clerks," (using the word technically, as it is employed by our discourses upon political economy,) or desire to see each man reach his fullest development; in all these cases, and in all others that may be stated, we are called upon to face the fact that times have changed and that we must change with them. The education which fifty years ago would have been generous, no longer fits a man for the contests of life. The whole movement of physical science and the applied and mechanical sciences is towards a point at which the unskilled workman must disappear.

We frequently meet the suggestion, that prominent men of the past were provided with but a scanty education preparatory to a useful influential life, and we do not reflect, as we should, that prominence is merely relative. If these men so distinguished in our histories, as revered in our memories, could be fairly brought into relation with our own times, they would possibly lose much of their preeminence. Within our own knowledge many men of prominence in the generations just back of us, need perspective for the preservation of their traditional abilities. Therefore we must inquire in regard to the education which we furnish, as to its sufficiency for the objects which justify its mere existence. Those who regard education as a right will admit that the right is valueless unless sufficiently extensive to pay for its assertion. It is upon this idea that communities have proceeded, even if unconsciously, in demanding home-education for home talent whenever it existed to an extent sufficient to justify its development. Hence, in public schools, regarded as the people's schools, (and carefully distinguishing the true people from the people of the demagogue, and with equal care from the people of the believer in political caste,) it is reasonable, and indeed imperatively necessary, that a sufficiency of

education should be furnished notwithstanding the fact that many will, from the necessities of their individual life be unable to avail themselves of these advantages. That the grammar school course is under any circumstances insufficient to accomplish the only object of our supporting education at all, will be manifest whether we consider the needs of the many who do avail themselves of a more extended course, the prevention of caste by avoiding the exclusion of any but poor people, the want of intelligence and skill against which we are daily contending, and of which, complaint is daily heard in every industry in the community; the narrowness and political imbecility of many so-called intelligent citizens; or the actual results of the products of public education before and since the extension of the course. It is materially of advantage to sustain any reasonable expense for the education of home talent at home. 1st. Because, even the money spent by the well-to-do is expended away from home. 2d. Because it is unprofitable to import workmen so long as we have a sufficiently large population for which we must provide, and for which we can provide most economically and most satisfactorily, by transferring them from the ranks of careless and incompetent citizens to the class of self-respecting men, capable, and desirous of providing for themselves. In the second place a community gains more wealth in proportion to the number who are able and willing to labor for its acquisition. In the third place, a land is not prospered even materially by the neglect of those other human interests, which while perhaps no more necessary are of no less importance. Many of those, who read these words have spent years working for those changes which we see in the community, and while the return is great, in consideration of the workers, it is so small that to-day Missouri has neither the reputation nor influence which is exerted by the smaller, more intelligent community of Massachusetts, which has had no larger opportunities. Cannot, however, this work be done by private schools? Let



the past history of Missouri reply, and while to-day there are among our private schools those which do honor to the cause of education, yet it could easily be shown that they owe much of their success to the competition excited by our public schools.

The limit in our community seems to be the high school; partly, because we have not yet reached the point where the opportunities for a higher education are desired by the community; partly because a high school of the present day is about a fair equivalent for the district school course of twenty-five or fifty years ago: partly because we feel poorer than we are; and partly because the many have had the problem of public education presented in a form distorted by undue enthusiasm, by ignorant conservatism, or in combination with interests political or other which tend to prevent a fair consideration. Finally those who believe in education as a need, or as a civil right, and who may assent to all or many of the positions already stated, may inquire as to a limit of this education which shall prevent the error of extravagance while avoiding the stupidity and wrong of parsimony. This limit stated in general terms arises from the pecuniary means and political clearness of such a community.

But we must remember that our means have increased together with our needs, and that the disciplinary value of the schools assumes a vast significance in view of the immense population of our city—the consequent growth of social disparity in the community; that we must accept a rational tax in the same spirit that those who own no real property pay for the fire department, the making of streets, etc.

*V.—Syllabus of arguments in Annual Reports.*

For those who desire to pursue this subject further, and to avoid the necessity of repeating anything heretofore published in our annual reports, I add the following references to arguments and historical information in former reports :

1854.

1. Sustaining the reputation of the schools.
2. Infusing greater uniformity in the system and method of discipline and administration.
3. Furnish an annual supply of teachers.
4. Pupils not to be put into the high schools while they can advantageously pursue their studies in the district schools.

1843.

Establishment of a High School recommended. Committee :  
A. Renard, Edwin Jones, B. B. Brown and Elijah Hayden.

1853.

High school lot purchased and a high school decided upon by the board of public schools.

Opened in Benton school February 1853—removed to the high school building January 1856.

1860.

1. Good English education.
2. Classical preparation for such as elect.

1864.

1. Insufficiency of the course of education without high school.
2. Bringing together of the most advanced scholars.
3. Experience of other cities.

*Experience of St. Louis.*

1. Increasing favor.
2. Healthful and stimulating influence upon district schools in inciting to industry and perseverance—each class gauges itself by the one above. (Pupils in highest classes formerly found to become indifferent as they approached “the completion of their education.”)
3. Opportunities for the poor.
4. Dignifies, popularizes, and renders conspicuous and influential the district schools, and contributes in no small degree to make the reputation which St. Louis enjoys for educational advantages, and is the just pride of those citizens who established and have supported it.

1867.

1. Value not confined to its intrinsic merits, but it becomes the goal, etc.
2. Both indicates and encourages a high standard of education in the public mind.
3. Its graduates staunch friends of liberal culture and advanced learning.

1868.

Admitting for argument that the office of public education is to furnish a course of instruction in the common branches, the high school is sufficiently defended by its influence upon the district schools, furnishing a standard by which are measured the results of their tuition.

1869.

Unites the scattered schools into one organization—through one high school each school acts upon all the others.

1871.

“Our National idea of freedom is here to be realized only by means of productive industry. The creation of wealth is its immediate object. Hence the end and aim is first to secure the possibility of wealth, to each and every individual in the nation. The directive power of the country is absorbed in subjugating nature. But for this purpose intelligent skill is demanded. Hence the laborer must be educated. Since there is to be, for all, the possibility of wealth, all must be educated. In this statement it seems that we have inverted means and end. For one would suppose that rational intelligence were of more importance than mere wealth. But in fact, people ask the practical question, ‘What is the use of this or that branch of study?’ and not ‘what culture does it bring.’ On the other hand if we look on another side of the subject we see that there is a great positive value to the position taken, even though it is materialistic. It has been the tendency of industry in former ages and countries to degrade the laborer into a machine. It is clearly the tendency of our civilization to elevate the laborer to a directive power and to emancipate him from the drudgery of la-

bor by the aid of invented machinery. Thus, formerly, the human laborer was rendered half-brute; now the rude powers of nature are utilized and rendered half-human. All this is possible only by means of education of human intelligence. Thus even in the grossest and most materialistic view of our civilization there is a deep rational purpose, and the selfishness of man builds wiser than it knows; it is overruled by a deeper wisdom.

In defining the functions of education as it is made to exist by society in the form of public schools, its two-fold character becomes obvious. If a man is to assume a position of higher directive power; if he is to live in a State where he governs himself, and engage in some useful sphere of industry wherein he makes his brain save his hands, letting the rude forces of nature do the work he marks out for them, it is clear that above all things his education must be a training of the will. Is it not a notable fact that American public schools always lay more stress on discipline than on the speedy acquirement of knowledge? The utmost energy of the teacher is expended in securing from all his pupils the formation of correct habits. Industry, punctuality, regularity, respect for the rights of others—these are the cardinal virtues of the school-room, and are the foundation of its order. ‘Order is Heaven’s first law’—this is the maxim of the school-room in America. The reason is plain—in our society and government we aim to place as few safeguards as possible around the individual from without, and therefore our system of education must make the character strong and self-determining from within. The individual who shall be called upon for directive power, must first learn self-direction. How can we trust the engineer on the train if he has not a thorough character for regularity and punctuality? Without these, a collision is inevitable. So it is with all direction of machines, and what labor is not performed by machines now? Industry, regularity and punctuality, are the indispensable culture for it. So in the higher realms of directive power; in the control

of institutions and in civil governments, such self-culture, courtesy, and obedience to rule as the school engenders, is absolutely essential to success. It may be obtained elsewhere and subsequently, but there is no place where it is so well learned as at school. The acquirement of knowledge is subsidiary to this discipline; at least such is the theory and practice of American schools. It is not strange to find the instruction degenerating into a mechanical routine under the too preponderant influence of the strict discipline. This evil gives us more trouble now than all others. Under the strict tension of the will, the mind is not so receptive of knowledge; it is always prone to become merely formal—a parrot repetition. But the rational purpose of the great stress laid upon discipline in our schools is obvious. Under a monarchical form of government, where external limits are everywhere found for the individual in society; where he is not to be called upon for independent self-direction, it is naturally to be expected that less stress is laid upon discipline in the school-room; it follows accordingly that the acquirement of knowledge proceeds there in a more genial and natural manner.”—*Report for 1870-1.*

1873.

“The publication in the appendix of the catalogue of pupils who have attended the high school since its foundation affords an excellent opportunity for the verification of the statement, often made to the effect that the high school returns to the community, in the shape of valuable, educated, directive power, far more than an equivalent of its cost.”—*J. Cheever.*—1872-3.

“The same zeal which has challenged the methods and subjects of the common schools, has with still more emphasis challenged the higher education in our colleges and universities.”

“The discussion widens its scope and extends to many other phases not originally called into question, not only the proper

course of study for the public schools, but their right to exist on appropriations from the public treasury. Especially with reference to the public high school, the discussion is a warm one. Teachers, and directors of public school systems, have become suddenly aware that there may be an "irrepressible conflict" between the system of public and that of private instruction. It is somewhat startling to learn, that there are two systems firmly established in our land, confronting each other with radically different theories as to a proper course of study. Such hostility could not but develop sooner or later into an open contest. Now that the general attention is directed to education as an element of national and social strength, we can no longer avoid a discussion of these differences and of the theories on which they are based. The peaceful victory of industries at Paris, London, and Vienna, and the colossal victories of Prussian arms at Sadowa and Sedan, have aroused statesmen and political economists to the study of public education as essential to national strength in productive industry, and in the field of battle as well. What this education should be, how far it should be carried, whether compulsory or not, whether there should be a different course of education adapted to the supposed destinies of the pupils,—these and other kindred questions must be discussed in the light of fundamental principles. On the one hand it is contended, in the interest of productive industry, that the public schools, being for the masses who are destined to fill the ranks of common laborers, should give a semi-technical education and avoid the purely disciplinary studies. The latter should be reserved for private academies and preparatory schools founded by private enterprise, and open to such of the community as can afford to patronize them. The higher education in this country conducted in its colleges and universities should according to this view have no organic relation whatever to the public school system, but only to the system of preparatory schools and academies supported

by private wealth. That the effect of such a state of affairs is to injure the cause of education in general, who can doubt, when he reflects that such isolation must have the effect of arraying the supporters of the public schools, and those who have received the primary education given in them, against the supporter of higher education and against the class who have received it. For it will result that those who receive a higher education will have been, during their whole course, in a system of schools founded on a basis different from the public schools, having a different course of study and supported in a radically different manner. That the graduates of higher institutions should, under these circumstances, be in sympathy with public school education is impossible. The public schools would necessarily be the schools of a caste—of the proletariat—the class whose chief organ is the hand, and whose brains are educated solely to serve the hand better. The very persons themselves are called “hands” appropriately. In this country with its boundless possibilities, living as we do largely upon our hopes, conscious of a rapid development in the past, and of great prospects in the future, with a national history whose biographical side is the story of “self-made men,” aspiration is the leading characteristic of the people, and the poorest immigrant here soon kindles with its impulse, and while he endeavors by thrift to accumulate a fortune, he prepares for its perpetuity by educating his children. There is nothing more favorable in the character of the foreigner newly arrived on our shores, than this, that he is everywhere eager to avail himself of the school privileges. To the self-respect born of aspiration, what greater shock can be offered than the establishment of caste schools? Public schools founded especially for the industrial class, to the end that its children being born from “hands” shall be “hands” still and shall not mingle with the children of the wealthy, or with those of the liberally educated. Such discrimination leads the laborer to refuse all school educa-



tion unless he can afford to pay for it in the private school, to the complete degradation of the public schools. On the one hand those who have received higher education have been nurtured in an atmosphere of contempt for the free schools of the laboring classes; on the other hand, the laboring classes themselves despise the symbol of their inferiority and the institution designed to make their inferiority hereditary.

In all times nations have recognized the necessity of educating their directive intelligence. Those who are to rule are carefully educated for this purpose. Public money has never been grudged for the education of the governing classes. So soon as a State has found that its national strength depended on the education of a special class, that class has at once been provided for. The immense sums recently expended in the various countries of Europe for industrial education, show that statesmanship has at last found out that political prosperity depends upon the prosperity of the civil community. In our comparatively new experiment of "a government of the people, by the people, and for the people," to educate the ruling class means to educate all the people."—*From Report for 1872-3.*

"The high school is in conjunction with other institutions of higher learning, supposed theoretically to educate directive intelligence for the community at large. That the youth of our city have a right to this education, when with it they can rise to positions of responsibility and honor, as well or better than the people born and educated abroad, whom we must import and retain at large salaries, in case of a deficient native supply, is the conviction of a majority of our people."

"The large number of classes required for the occupations of the boys, seems to indicate the superiority of a general education over a course of study limited to the branches required in a few special trades or employments."—*From Report for 1872-3.*

1874.

Change of life (caused by machinery, etc.,) has compelled a broader education.

*VI.—Various objections answered.*

I. What was intended by the laws under which the common schools were founded.

*Answer.*—It is within the knowledge of every one that laws change with our sense of need, and that we should not in education, any more than in any other interest, bind ourselves to never mean more or less than our ancestors.

II. Excessive rivalry between communities bringing with it extravagant management.

*Ans.*—To correct the management by cutting off the extravagance and not by crippling the organization.

III. The great expense attending the high school system.

*Ans.*—This expense in St. Louis is actually quite small when the number in high school studies is considered.

IV. The few are prepared for college at the expense of the many.

*Ans.*—Were this true the few might repay the many, but any examination of the facts would show that only a small per cent. of the boys go to college; that this objection ignores the girls and that an examination of a catalogue, presented in the annual report of 1874, would satisfy any one that the objection was imaginary.

V. That these are schools for the rich paid for by the poor.

VI. That these are schools for the poor paid for by the rich.

*Ans.*—This, again, is a question of fact to be determined by an examination of the annual registers.

Any fair dealing with this question will discover that the great majority of pupils represent the children of widows, (not rich widows,) moderately successful workingmen, clerks, whose families are too large to admit of proper education under any other circumstances, and in brief, of people in very moderate circumstances; while on the other hand the remainder represent the children of those who might pay for tuition but who do pay in taxes, so far as the community pays, and who do not believe in separating, by education, their children from the great mass of people in humbler circumstances. Those who believe in a social aristocracy would not demean themselves by allowing their children to mix with the mass which forms the true wealth of the people; those who are so poor that they cannot spare the aid of their children, and cannot avail themselves of the privileges of a good English education, on the other hand, are not much weighed upon by exorbitant taxes; a third class not found in public schools, comprises those children who for any reason need special courses of study, and who therefore necessarily seek private schools; for it must be remembered that in St. Louis at least the public schools have always been the people's in the only reasonable use of the word people.

VII. The State ought to put each one in possession of the keys of knowledge, but why should the State tax the commonwealth to make some men doctors, preachers, etc.?

*Ans.*—1. What are the keys of knowledge? Does one become an intelligent voter by learning to write his name? or do we find that this preparation is no longer sufficient? 2. If the three R's are still the keys of knowledge is their use learned as inexpensively or as effectively without a high school? 3. Is it of no political consequence that the socially successful should not be allowed to dispose of the lives and interests of the less successful? 4. Is it of no consequence that our view should be something more than the selfish or ignorant presentations fre-

quently made by those from whose social position we might expect better things? 5. Does the commonwealth through a high school make doctors, etc., or does any regard for its history tell a different story?

VIII. "The Workingmen's Catechism."—Are you in favor of a more liberal education in the district schools, inasmuch as so small a per centage enters the high school?

*Ans.*—No, for precisely the reason stated, as it would increase the expense and diminish the returns.

IX. The poorer classes (laborers, draymen, etc.,) not using the high-school to so large an extent as they do the district schools, they should be relieved of the expense.

*Ans.*—1. They are relieved of the expense in the same proportion as they relieve themselves of their privileges. 2. The laborers, etc., are not all poor, nor do they constitute the poorer class; clerks, small merchants, steamboatmen, teachers, doctors and ministers also have a reasonable portion of poverty, and their intellectual needs are entitled to some consideration. 3. The argument against caste bears strongly against the creation of a laboring class instead of a class that labors, and those who see the best interests alike of the laborer and of the community, are constantly trying to teach all to labor and thus to secure that freedom of movement without which no laborer would be rich—without which the rich would monopolize wealth, and the poor be condemned to eternal poverty—without which the poorer classes would constantly be recruited from those who were crowded out from the class of the rich.

X. Objections to the studies pursued. Objection not affecting the organization, and to be discussed as a separate issue.

XI. Exceeds the rational limit of State education because it is not a necessity.

*Ans.*—Its necessity to the organization for cheapness and efficiency; to the community for community uses.

XII. Creates distaste for hard work.

*Ans.*—Contradicted by the facts in the case.

XIII. Common schools. Poor schools and the high school is an extravagance.

1. Who are the poor that will accept them in this light?
2. State the actual cost.

XIV. Incapacitate them from learning a trade.

*Ans.*—1. Make a distinction between everybody going to the high school, and relatively few going there. 2. Remember that disinclination and incapacity for trades did not begin or increase with higher education. 3. Bear in mind that there exist those who with no less aforethought do not consider their opening to lie in a trade. 4. Note the trade unions and strikes, not because from the insufficiency of the supply, the few secure a monopoly, but because the trades are as much overdone as the professions.

Respectfully submitted,

H. H. MORGAN,

*Principal.*

## APPENDIX TO REPORT OF PRINCIPAL.

TABLE I.

*Attendance for each Quarter.*

	Different pupils.	Average belonging.	Average attendance.	Per cent. attendance	Not absent.	Not tardy.	No. of tardiness.	Per cent. of tardiness.
First Quarter,.....	341	312	304	97.4	201	327	57	.36
Second " .....	336	322	313	97.1	198	275	223	1.38
Third " .....	365	344	336	97.5	207	312	175	1.01
Fourth " .....	371	355	342	96.3	179	264	160	.90
For the year.....	441	333	323	97.	86	268	615	.91
1859—1865 .....	270.5	201.8	194	95.6	73.1	112.7	732	1.47
1866—1876 .....	372.9	310.9	298	96.4	78.8	234	436	.68
1859—1877 .....	335	270	259.8	96.	76.7	189	545	.95

TABLE II.

*Showing the number of Scholars in High School for each year since its establishment, February 11, 1853, (excluding Junior Class.)*

YEARS.	Second Class.			Third Class.			Senior Class.			Total.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1853.....	...	...	...	...	...	...	...	...	...	...	...	...
1853-4...	23	14	37	...	...	...	...	...	...	23	14	37
1854-5...	11	15	26	10	9	19	...	...	...	21	24	45
1855-6...	10	27	37	8	10	18	...	...	...	18	37	55
1856-7...	30	35	65	12	16	28	...	...	...	42	51	93
1857-8...	40	35	75	7	10	17	8	5	13	55	50	105
1858-9...	40	28	68	19	6	25	7	6	13	66	40	106
1859-60..	43	31	74	18	11	29	16	6	22	77	48	125
1860-1...	52	40	92	20	22	42	22	10	32	94	72	166
1861-2...	31	19	50	21	19	40	12	8	20	64	46	110
1862-3...	52	23	75	15	9	24	15	5	20	82	37	119
1863-4...	34	48	82	19	15	34	9	7	16	62	70	132
1864-5...	26	50	76	17	29	46	10	11	21	53	90	143
1865-6...	30	40	70	16	33	49	14	24	38	60	97	157
1866-7...	28	43	71	19	27	46	12	21	33	59	91	150
1867-8...	45	45	90	31	21	52	16	25	41	92	91	183
1868-9...	47	51	98	28	33	61	17	26	43	92	110	202
1869-70..	39	51	90	26	42	68	21	25	46	86	118	204
1870-1...	59	67	126	23	25	48	17	30	47	99	122	221
1871-2...	66	89	155	36	45	81	12	21	33	114	155	269
1872-3...	81	128	209	32	53	85	22	39	61	135	220	355
1873-4...	91	111	202	28	47	75	20	45	65	139	203	342
1874-5...	96	135	231	44	74	118	13	34	47	153	243	396
1875-6...	98	192	290	13	32	45	42	64	106	153	288	441
1876-7...	96	233	329	18	43	61	16	35	51	130	311	441

TABLE III.

*Comparing by years the loss of pupils from June to September.*

	1871.	1872.	1873.	1874.	1875.	1876.	1877.
Engaged in teaching '.....	1	1	...	2	1	...	...
" At work ".....	3	2	21	9	17	18	13
Transferred to other Public Schools .....	1	...	20	5	15	6	4
Transferred to other Schools	...	...	1	2	4	2	4
Withdrawn because of non-promotion .....	24	29	2	5	1	9	27
Removed from City.....	3	...	3	4	3	1	...
Absent—Cause unknown...	6	...	4	2	7	6	8
Health .....	...	...	...	3	1	...	7
Total .....	38	32	51	32	49	42	63
	Equals 13 per ct.	Equals 11 per ct.	Equals 18 per ct.	Equals 11 per ct.	Equals 14.6 per ct.	Equals 11.7 per ct.	Equals 14.2 per ct.



TABLE 77.

*Showing the Character of Attendance for each Year.*

YEARS.	Number enrolled.	Average Number Belonging.	Per cent. Number Enrolled who remained during entire year.	Average Number Attending.	Per cent. Attendance.	Number Discharged.	Per cent. Discharged.	Per cent. Remaining.	Number not Absent.	Number not Tardy.	Number Absent Once.	Number Tardy Once.	Per cent. Tardiness.
1866.....	240	198	78	191	88	128	53	85	123	96	64	128	1.4
1867.....	290	192	79	97	85	112	39	71	124	127	11	92	1.3
1868.....	314	245	78	235	85	108	34	87	78	137	17	50	.85
1869.....	229	180	74	173	96	—	—	—	78	108	—	—	1.5
1870.....	278	232	87	225	97	72	26	74	35	45	19	35	1.4
1871.....	261	220	88	211	96	91	35	55	39	63	16	55	1.3
1872.....	273	236	86	224	95.5	89	32	75	39	155	23	88	1
1873.....	294	231	82	222	96	96	34	86	46	191	24	43	.8
1874.....	281	247	90	238	96	60	21	79	58	160	36	50	.92
1875.....	353	304	86	289	95	80	23	77	50	212	40	71	.81
1876.....	375	324	86	311	96	83	24	76	82	203	78	89	.76
1877.....	391	327	83.6	314	95.5	112	28	72	79	237	89	68	.5
1878.....	404	343	85	329	96	114	28	72	95	267	41	70	.52
1879.....	410	337.8	82.4	327.9	97.2	137	33	67	78	264	36	57	.64
1880.....	356	302.3	85.1	293	97	86	24	76	72	194	27	64	1.28
1881.....	342	296.9	85.1	291	97.9	51	14.9	85.1	109	208	45	61	.8
1882.....	396	341	84.6	305	96.7	61	15.4	84.6	98	229	68	76	.76
1883.....	441	344	85.2	336	97.5	56	14.7	85.3	92	318	55	70	.38
1884.....	441	333	78.6	323	97	95	21.4	78.6	86	268	53	73	.31
1866-1865...	270.5	201.8	80	194	95.6	97.5	34.4	65.5	73	113	29	69	1.47
1866-1877...	372.9	310.9	84.5	298	96.5	85.9	23.4	76.5	79	229	49	64	.74
1866-1877...	335	270.7	82.8	259.8	96	89.7	27.4	72.5	77	186	42	66	1.01

TABLE V.

*Generalization of item "withdrawals during year."*

Total number of pupils withdrawn.....	95
Less transfers.....	6
Actual withdrawals.....	89
In percentage.....	20.4

*Causes for withdrawal.*

Health.....	22
Removal.....	8
"Work".....	13
Deficient scholarship.....	31
Unknown.....	15
Family reasons.....	...
Death.....	...

Of these pupils there have returned, in the fall of 1877-78, 17, so that the loss to the school from withdrawal is reduced to 78 pupils, and of these 28 were in good standing for scholarship.

DISTRIBUTED BY CLASSES.	Girls.	Boys.	Total.
Senior.....	3	2	5
Third.....	7	1	8
Second.....	55	21	76
Total.....	64	25	89

TABLE VI.

*Showing the ratio of each class to the whole school.*

YEARS.	SENIOR.	THIRD.	SECOND.
1877-76.....	24.1	10.2	65.6
1859-65.....	7.9	12.9	27
1866-77.....	14.3	18.2	41.4
1859-77.....	11.9	16.2	36
1877.....	17.3	24.1	58.5

TABLE VII.

*Admissions to the school.*

The grading of the schools having been changed, and the junior class assigned to the Branch High Schools, I have to report only the results of the examinations, held during the year, for admission to the second class.

	Sept.	Nov.	Jan.	April.	June.	Total
Recommended for examination, I.....	...	...	13	2	38	53
"    "    "    II.....	...	...	12	6	7	25
"    "    "    III.....	...	...	20	18	17	56
"    "    "    IV.....	...	...	8	9	17	34
"    "    "    V.....	...	...	...	...	8	8
"    "    "    no Branch .....	...	...	...	...	5	5
Total.....	—	—	53	35	93	181
Absent I.....	...	...	...	...	...	...
"    II.....	...	...	1	...	...	1
"    III.....	...	...	...	...	1	1
"    IV.....	...	...	...	1	...	1
"    V.....	...	...	...	...	1	1
"    no Branch.....	...	...	...	...	...	...
Total .....	—	—	1	1	2	4
Admitted, I.....	...	...	13	2	38	53
"    II.....	...	...	11	6	7	24
"    III.....	...	...	20	14	15	49
"    IV.....	...	...	8	7	17	32
"    V.....	...	...	...	...	6	6
"    no Branch.....	...	...	...	...	...	...
Total... ..	—	—	52	29	88	169
Rejected, I.....	...	...	...	..	...	...
"    II.....	...	...	...	...	...	...
"    III .....	...	...	...	4	2	6
"    IV.....	...	...	...	1	...	1
"    V.....	...	...	...	...	1	1
"    no Branch.....	...	...	...	...	...	...
Total.....	—	—	...	5	3	8

TABLE VIII.  
Semi-Annual Examination.

STUDIES.	CLASSES.	No. Examined.	Per ct.
I. Latin.....	School.....	271	66.6
	Seniors.....	37	63.6
	Thirds.....	38	66.6
	Seconds.....	196	64.8
II. German.....	School.....	46	69.2
	Seniors.....	9	70.3
	Thirds.....	...	...
	Seconds.....	37	68.1
III. French.....	School.....	46	70.2
	Seniors.....	12	64.
	Thirds.....	34	76.5
	Seconds.....	...	...
IV. Greek.....	School.....	35	69.9
	Seniors.....	8	73.1
	Thirds.....	9	66.4
	Seconds.....	18	70.2
Analytical Geometry.....	Seniors.....	7	70.5
Review Mathematics.....	Seniors.....	...	...
Trigonometry.....	Thirds.....	6	87.
Geometry.....	Seconds.....	273	61.2
Algebra.....	...	...	...
Zoology.....	Thirds.....	...	...
Astronomy.....	Seniors.....	5	71.9
Physiology.....	Thirds.....	18	70.
Natural Philosophy.....	Seconds.....	322	64.8
Chemistry.....	Seconds.....	29	73.1
Literature.....	Seniors.....	43	65.6
Shakespeare.....	Seniors.....	59	74.
History.....	Thirds.....	50	70.9
Rhetoricals.....	Seniors.....	60	61.
	Thirds.....	112	72.7
	Seconds.....	167	71.1
Art.....	Seconds.....	181	63.4
Mental Philosophy.....	Seniors.....	6	77.6
Language.....	School.....	398	68.9
	Seniors.....	66	67.7
	Thirds.....	81	69.8
	Seconds.....	251	69.3
Mathematics.....	School.....	286	72.9
	Seniors.....	7	70.5
	Thirds.....	6	87.
	Seconds.....	273	61.2
Natural Science.....	School.....	374	70.2
	Seniors.....	5	71.9
	Thirds.....	18	70.
	Seconds.....	351	68.9
Literature.....	School.....	491	69.9
	Seniors.....	162	66.8
	Thirds.....	162	71.8
	Seconds.....	167	71.1
Miscellany.....	School.....	187	70.5
	Seniors.....	46	77.6
	Thirds.....	...	...
	Seconds.....	181	63.4

TABLE IX.

*Department.*

	1869	1870	1871	1872	1873	1874	1875	1876	1877
Number of Pupils.....	375	391	404	410	355	342	396	441	441
Per cent. good conduct.....	96.4	97.6	97.7	96.6	97.2	97.6	97.6	96.5	96.8

TABLE X.

*Home Study.*

	AGE.		Hours per day
	Years.	Months	
School.....	16	7	2.1
Boys.....	16	6	2.
Girls.....	16	9	2.3
Senior Class.....	17	8	2.6
Boys.....	17	5	1.9
Girls.....	18	..	2.5
Third Class.....	16	3	2.
Boys.....	16	6	1.4
Girls.....	16	..	2.6
Second Class.....	15	11	2.3
Boys.....	15	8	2.7
Girls.....	16	3	1.9

TABLE XI.

*Showing the percentage of whole number in each class, that closed their school life in the several years of the course.*

	1861	1862	1863	1864	1865	1866	1867	1868	1869	1870	1871	1872
Junior not Second.....	43.6	49	47.3	64.4	54.9	49.4	40.9	41.4	43.3	35.7	44.2	49.4
Second not Third.....	27	20.6	27.6	17.5	19	22	27.1	17	18.8	21.7	18.5	24.2
Third not Senior.....	8.2	18	7.9	7.5	10.5	6.5	11.1	6.8	7.6	11.8	11.4	8.6
Senior not Graduate.....	21.2	12.4	17.2	10.6	15.6	22.1	20.9	34.8	30.3	30.8	25.9	17.8
Graduates.....	15.9	10.9	14.3	08.8	14.2	16.1	22.2	25.1	28	26.5	23	15

	1873	1874	1875	1876	1877	1861-77	1861-65	1866-70	1870-77
Junior not Second.....	41.2	37.8	39.4	14.4	.....	43.5	51.8	43.8	37.4
Second not Third.....	22.9	27.7	23.7	29.7	68.2	25.5	22.3	21.2	29.6
Third not Senior.....	9.8	10.5	9	16.2	5.1	9.8	10.4	8.	10.3
Senior not Graduate.....	26.1	24	28	39.7	26.7	23.8	15.4	27	27.4
Graduates.....	23	21.3	27.5	31.8	25.7	20.8	12.8	23.5	24.6

TABLE XII.

*Classes Carried Forward by Quarters.*

YEARS.	First Quarter.				Second Quarter.				Third Quarter.				Fourth Quarter.			
	Senior.	Third.	Second.	Total.	Senior.	Third.	Second.	Total.	Senior.	Third.	Second.	Total.	Senior.	Third.	Second.	Total.
1859.....	18	28	71	117	17	29	62	108	14	31	50	95	13	26	40	79
1860.....	23	31	73	127	22	31	71	124	21	31	67	119	21	33	59	113
1861.....	30	40	89	159	27	40	91	158	26	38	85	149	26	36	79	141
1862.....	20	41	50	111	18	40	43	101	18	30	38	86	...	...	...	...
1863.....	28	24	55	107	29	24	55	108	27	22	51	100	26	19	46	91
1864.....	16	34	80	130	16	34	76	126	16	32	66	114	16	30	56	102
1865.....	21	44	75	140	21	38	73	132	21	37	68	126	21	42	65	128
1866.....	36	48	68	152	34	46	64	144	34	42	63	139	31	40	56	126
1867.....	33	45	70	148	32	45	72	149	33	44	72	149	32	45	69	146
1868.....	41	49	86	176	41	50	84	175	40	49	80	169	38	47	74	159
1869.....	42	61	96	199	42	58	95	195	41	54	90	185	40	51	85	176
1870.....	46	67	87	200	45	66	81	192	44	62	71	177	43	58	64	165
1871.....	47	48	124	219	47	45	123	215	47	43	117	207	44	42	113	199
1872.....	32	79	152	263	31	76	142	249	31	71	138	240	28	68	125	221
1873.....	61	85	202	348	60	78	192	330	59	76	184	319	58	72	164	294
1874.....	64	60	176	300	61	59	191	311	59	73	190	322	58	70	181	309
1875.....	49	114	170	333	54	118	192	364	51	114	195	360	51	113	191	355
1876.....	106	43	196	345	104	55	178	347	104	60	225	389	102	71	209	382
1877.....	43	65	233	341	61	67	208	336	61	53	251	365	62	91	218	371

TABLE XIII.

*Corresponding to Table II, Superintendent's Appendix.*

YEARS.	Days Attendance.										Total.	Not Absent.	Not Tardy.	Tardinesses.	Readmitted.	Transferred.	Total Enrolled.
	200	180-200	160-180	140-160	120-140	100-120	80-100	60-80	40-60	20-40	1-20						
1859-1877	68.8	152.2	32.8	17.8	12.7	9.4	12.	9.	10.4	7.5	9.7	333.5	64.6	175.5	553.8	59.8	5 335.2
1859-1865	68.4	99.5	40.2	18.4	12.8	10.4	9.2	9.	10.8	4.8	6.	270.4	46.8	99.1	719.7	35.7	1 270.5
1866-1877	69.	182.9	28.5	17.5	12.6	8.8	13.7	9.	10.1	9.	11.9	370.4	74.9	220.	457.	68.6	6 372.9
1877.....	64.	254.	31.	11.	13.	5.	7.	15.	11.	11.	13.	435.	86	268.	615.	110.	6 441.

TABLE XIV.

*Supplementary to Table III, Superintendent's Appendix.*

YEARS.	12.	13.	14.	15.	16 and over	Total.	Received by Transfer	Total.	Average Age.	Per cent. at each Age.				
										12.	13.	14.	15.	16 and over.
1859-1877.....	4.8	16.4	45.5	79.5	181.6	326.6	27.1	335.2	15.7	2.4	5.6	16.8	24.1	51.7
1859-1865.....	10.4	24.2	46.7	72	120.1	270.5	.....	270.5	15.6	3.4	8.5	24.2	25.4	39.
1866-1877.....	5	11.9	44.8	88.9	217.5	359.3	27.1	372.9	15.8	1.7	3.8	12.5	23.2	59
1876.....	1	3	49	108	276	437	4	441	16	.....	.7	11.2	24.6	63.5
1877.....	.....	3	28	88	232	351	90	441	16	.....	.8	7.9	25	66



TABLE XV.

*Supplementary to Table IV, Superintendent's Appendix.*

YEARS.	Agents.	Artists.	Barkeepers.	Boarding-house keepers.	Boatmen.	Butchers.	Clerks.	Draymen.	Farmers.	Laborers.	Laundresses.	Manufacturers.	Mechanics.	Merchants.	Professions.	Public Officers.	Seamstresses.	Unclassified.	Total.
1859—1877...	384	36	35	37	143	23	261	40	193	155	20	263	639	1415	777	287	72	1415	6208
1859—1865...	125	17	13	.....	53	5	79	23	62	95	10	106	172	443	152	114	28	397	1394
1866—1877...	259	19	22	37	90	18	195	17	131	60	10	157	467	972	625	173	44	1018	4314
1876...	16	1	4	3	4	2	29	2	8	5	...	34	39	101	73	20	5	91	437
1877...	21	2	1	3	3	1	18	1	5	.....	...	12	43	89	55	5	3	89	351

TABLE XVI.

*Supplementary to Table V, Superintendent's Appendix.*

YEARS.	St. Louis.	Missouri.	New England.	Middle States.	Southern States.	Western States.	Great Britain.	Ireland.	Unknown.	German States.	Total.
1859—1876.....	2,860	620	224	478	405	1,063	102	34	127	51	5,964
1859—1865.....	691	170	82	151	184	230	39	24	60	14	1,645
1866—1877.....	2,169	450	142	327	221	833	63	10	67	37	4,319
1876.....	239	45	6	33	7	99	2	.....	6	4	441
1877.....	197	39	6	18	12	69	3	.....	2	5	351

TABLE XVII.

*Complementary to Table VI, Superintendent's Appendix, and showing enrollment and average attendance of scholars and total cost of school.*

YEARS.	Whole No. Enrolled.			Duplicate Registration.	Average No. Belonging.	Av. Daily Attendance.	Per Cent of Attendance.	Average No. of Pupils to each English Teacher.	Average Number of Teachers, Including Ger.		Amount of Teachers' Salaries.	Rate per Scholar on Av. No. Belonging.	Incidental Expenses.	Cost of Incidentals per Scholar on Av. No. Belonging.	Total Cost of Teachers' Salaries and Incidentals.	Total Cost per Scholar on Av. No. Belonging.
	Girls.	Boys.	Total.						Whole Day.	Half Day.						
1858-59...	110	138	248	.....	296	282	95	33	.....	.....	11,297.24	38.04	2,047.69	6.92	13,344.93	44.93
1859-60...	128	162	290	.....	306	292	95	35	.....	.....	10,759.11	34.15	1,521.79	4.83	12,280.90	38.98
1860-1...	142	158	300	.....	245	234	95.5	30	.....	.....	9,373.83	34.46	1,680.00	6.17	11,053.83	40.64
1861-62...	84	146	230	.....	170	163	96	24	.....	.....	6,781.23	39.89	397.25	2.33	7,178.48	42.22
1862-63...	120	167	287	.....	232	225	97	25	.....	.....	.....	.....	.....	.....	7,219.84	31.12
1863-64...	156	100	261	.....	220	211	96	27	.....	.....	9,658.25	44.30	2,213.44	10.15	11,871.67	54.45
1864-65...	164	109	273	.....	236	226	96	29	.....	.....	11,847.70	50.84	2,150.71	9.20	13,998.41	60.04
1865-66...	171	115	286	.....	231	222	96	26	.....	.....	13,177.50	56.31	3,152.82	13.50	16,330.32	69.81
1866-67...	165	116	281	.....	247	238	96	28	.....	.....	13,624.50	55.34	1,428.44	5.80	15,052.94	61.14
1867-68...	181	172	353	.....	304	289	95.5	30	.....	.....	14,952.90	49.18	1,509.86	4.97	16,462.76	54.15
1868-69...	213	162	375	.....	324	311	96	32	.....	.....	16,847.75	52	1,074.14	3.16	17,921.89	55.16
1869-70...	225	166	391	.....	327	314	95	27	.....	.....	19,256.50	52.77	1,510.26	4.62	20,766.81	57.39
1870-71...	229	175	404	.....	343	329	96.1	27	.....	.....	19,215.35	56.02	1,795.03	5.23	21,010.38	61.25
1871-72...	223	187	410	.....	338	328	97	27	.....	.....	19,041.90	56.35	1,448.71	4.28	20,490.61	60.62
1872-73...	220	135	355	32	302	293	97	23	13	.....	19,962.00	66.10	1,843.11	6.10	21,805.11	72.20
1873-74...	188	120	308	34	297	291	98	23	13	.....	20,064.40	67.56	2,002.26	6.71	22,066.66	74.30
1874-75...	242	123	365	1	341	330	97	26	12	2	20,972.52	61.50	1,892.96	5.55	22,865.47	67.05
1875-76...	288	153	441	.....	344	336	97.6	29	12	2	19,830.00	57.64	.....	.....	.....	.....
1876-77...	311	130	441	.....	333	323	97	27	12	2	.....	.....	.....	.....	.....	.....

TABLE XVIII.

*Supplementary to Table VII, of Superintendent's Appendix.*

YEARS.	Second.			Third.			Senior.			School.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1859-1877..	708	1,001	1,704	352	525	877	257	427	684	1,968	2,713	4,681
1859-1865..	145	155	300	96	70	166	59	53	112	630	622	1,252
1866-1877..	558	846	1,404	256	455	711	198	374	572	1,338	2,091	3,429
1876.....	61	128	189	21	50	71	39	60	99	120	238	358
1877.....	62	137	199	24	58	82	18	41	59	104	236	340

## NAMES OF GRADUATES FROM HIGH SCHOOL, CLASS OF 1876.

## BOYS.

Barnett, James D.  
 Breckinridge, David C.  
 Brook, Harry S.  
 Bulkley, Wm. M.  
 Cole, Moses H.  
 Cozzens, Jesse B.  
 Crunden, Frank P.  
 Curtis, Ernest M.  
 Davis, Albert C.  
 Davis, Henry B.  
 Doering, Oscar F.  
 Dryden, —  
 Enzinger, George  
 Grant, Frank P.  
 Gilfillan, John A. Jr.  
 Harris, Theodore  
 Hawken, Jacob G.  
 Hods, Jesse D.  
 Hotze, Henry

Hubbard, Henry  
 Hunicke, Wm.  
 Kirby, Edmund B.  
 Lane, Wm. U.  
 Lemoine, Edwin S. Jr.  
 Levy, Henry M.  
 Meir, Henry  
 Moore, Milton J.  
 Morrill, G. Lansing  
 Mudd, Harvie G.  
 Ruebsamen, Martin H.  
 Savitz, Benj. T.  
 Spencer, Eugene J.  
 Stumpf, Herman L.  
 Taussig, Richard A.  
 Vickroy, Wm. R.  
 Webb, D. Castleman  
 Wilcox, Walter H.  
 Wright, Henry H.



## GIRLS.

Balmer, Kate  
Balmer, Lillie  
Beauvais, Louise B.  
Berthoud, Nannie  
Blaetz, Anna M.  
Bone, Jennie  
Boyden, Anna  
Brockstedt, Alma  
Brown, Mary B.  
Calhoun, Clara  
Carroll, Belle F.  
Charles, Hattie B.  
Chase, Jennie F.  
Christopher, Sallie E.  
Cohen, Vanda  
Coste, Lulu A.  
Dudley, Annie P.  
Ewald, Anna  
Farrar, Mattie V.  
Fowler, Susie M.  
Frank, —  
Frazer, Mary E.  
Garvin, Maggie D.  
Gehrke, Anna  
Gould, Sallie  
Hackstaff, Minnie  
Harmon, Lizzie B.  
Harrison, Katie A.  
Higgins, Hattie A.  
Hinsch, Bertha

Howells, Thirza  
Kohn, Emma  
Lafranchi, Clementine  
Lansing, Jessie K.  
Little, Julia A.  
Lynch, Mary E.  
McBrine, Mary Etta  
McPherson, Maggie A.  
Martin, Octavia H.  
Miller, Adele S.  
Moylan, Mary S.  
Nichols, Lizzie M.  
O'Fallon, Ella  
Pierce, Addie C.  
Quinn, Anna M.  
Redemeyer, Emma C.  
Robbins, Julia F.  
Ryan, Anna M.  
Scott, Emma  
Scott, Helen Rea  
Shaughnessy, Kate E.  
Shepherdson, Mary H.  
Shidy, Jennie S.  
Shields, Belle O.  
Sommers, Anna  
Timmonds, Kate O.  
VanFossen, Belle  
Werden, Elizabeth  
Wilson, E. May  
Wislizenus, Carrie M.

Wright, Carrie B.

## NAMES OF GRADUATES FROM HIGH SCHOOL, CLASS OF 1877.

## BOYS.

Blair, George	Hudson, Wm. C.
Carpenter, Louis M.	Hunicke, Felix H.
Cole, Ernest H.	Kaemmerling, Gustav
Ganse, Frank W.	Kennett, Dixon H.
Grever, Alfred	Lynds, Edward M.
Hall, Charles	Miller, Joseph G.
Hall, Edmund	Seemann, Adalbert
Hanley, M. F. Jr.	Skrainka, Lewis
Hauck, Louis	Thom, Henry C.
Hodge, Clarence W.	Fiedmann, Ernest F.

## GIRLS.

Barren, Margaret K.	Langsdorf, Bertha
Cannan, Jennie	Lipecomb, Lutie
Chapman, Adelaide	Lord, Clara N.
Conant, Carrie L.	Macdonald, Agnes I.
Davis, Ella	McIntyre, Cora S.
Dickey, Lizzie E.	Meyer, Ellen F.
Dodge, Julia T.	Nolte, Minnie G.
Drowne, Anna H.	Olinsorg, Matilda
Dwyer, Cecelia A.	Packard, Hattie M.
Edwards, Lizzie J.	Parkhurst, Mary E.
Forby, Julia E.	Partridge, Jennie K.
Fritch, Rosalind S.	Ramsey, Adalaide W.
Grant, Estelle B.	Tarrant, Nannie
Hall, Nellie K.	Thompson, Lily W.
Harless, Mathilde	Wachtel, Fannie
Houston, Mary F.	Waney, Annie R.
Johnson, Jennie C.	Warner, Ida E.
Jones, Katie A.	Warren, Ruth H.
Kimball, Jessie M.	Weigel, Theresa E.
Kuh, Clothilde	Wyeth, Ethel

# THE PUBLIC SCHOOL LIBRARY.

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In the following report of the Librarian will be found an account of the prosperity and usefulness of the Public School Library, which will gratify all who have watched its career with friendly hopes.

## REPORT OF THE LIBRARIAN.

*To the Honorable Board of Managers St. Louis Public School Library :*

I have the honor to present herewith my first annual report on the condition and progress of the institution under your charge.

In accordance with the amended rules approved last April the fiscal year of the library coincides with the calendar year, instead of ending May 1st, as formerly. This report, therefore, covers the ground from May 1st, 1876, to December 31st, 1877. For convenience of comparison, separate statistics will be given : first, for the period of eight months, from May 1st to December 31st, 1876 ; and secondly, for the calendar year of 1877.

The condition of the finances is exhibited in the following tables :

## REPORTS OF THE ACTUARY AND THE TREASURER.

To Balance in Treasury, May 1st, 1876.....	\$ 865 59
" Life Memberships.....	214 00
" Temporary Memberships.....	1,606 00
" Fines.....	233 10
" Catalogues.....	17 50
" Collection of Duplicates.....	371 25
" Lost Books.....	25 30
" School Board Appropriations.....	8,000 00
" Binding.....	1 05
	<hr/>
	\$11,333 79

*Expenditures.*

By Books.....	\$ 989 68
" Binding.....	1,247 95
" Periodicals.....	52 08
" Collection of Duplicates.....	105 71
" Salaries ..	5,073 90
" Expense.....	238 24
" Stationery ..	231 30
" Insurance ..	200 00
" Printing and Advertising ..	71 00
" Furniture.....	39 49
" Contingent Fund.....	100 00
	<hr/>
	\$8,349 33
Balance in Book Fund.....	2,883 84
" General Fund.....	100 62
	<hr/>
	\$11,333 79

## ANNUAL REPORT, 1877.

*General Fund.—Receipts.*

To Balance in Treasury, January 1st, 1877.....	\$ 100 62
" Life Memberships.....	404 00
" Temporary Memberships.....	2,225 00
" Fines.....	548 44
" Stationery.....	1 70
" Henry Ames Fund.....	5,900 00
	<hr/>
	\$9,179 76

*Expenditures.*

By Furniture.....	\$ 249 51
" Stationery.....	257 61
" Insurance.....	217 50
" Expense.....	250 59
" Contingent Fund.....	270 65
" Postage.....	12 00
" Profit and Loss.....	8 65
" Salaries.....	7,011 85
	<hr/>
	\$8,278 36
Balance in Treasury, December 31st, 1877.....	901 40
	<hr/>
	\$9,179 76

*Book Fund.—Receipts.*

To Balance in Treasury, January 1st, 1877.....	\$2,883 84
" Collection of Duplicates.....	579 50
" Periodicals.....	5 35
" Binding.....	70
" Lost Books.....	30 60
" Books.....	76 24
" Medical Society.....	96 00
" School Board Appropriations.....	6,000 00
	<hr/>
	\$9,672 23



*Expenditures.*

By Books.....	\$5,112 35
" Collection of Duplicates.....	239 66
" Periodicals .....	1,260 55
" Binding .....	1,520 74
" Catalogues .....	633 00
" Contingent Fund .....	175 00
" Inventory Expenses.....	426 92
	<u>\$9,368 22</u>
Balance in Treasury, Dec. 31st, 1877.....	304 01
	<u>\$9,672 23</u>

TOTAL RECEIPTS, November, 1865 to December 31st, 1877..... \$152,933 44

TOTAL EXPENDITURES, November 1865 to December 31st 1877.

Running Expenses (Salary, etc.).....	\$89,790 95
Books, Periodicals, Binding, etc.....	61,937 08
	<u>\$151,728 03</u>
Balance in General Fund, December 31st, 1877.....	\$ 901 40
" Book Fund, December 31st, 1877.....	304 01
	<u>1,205 41</u>
	<u>\$152,933 44</u>

## HISTORICAL TABLE—RECEIPTS.

	GENERAL FUND.							BOOK FUND.							TOTAL.			
	Life Membership.	Temporary Mem- bership.	Fines.	Exhibitions and Lectures.	Cash Donations.	Rent.	Stationery.	Henry Ames F'd.	Total Gen'l Fund.	School Board Ap- propriation for	Collection of Du- plices.	Old Paper Sold.	Books Lost and Paid For.	Books.		Catalogues Sold.	Blindng.	Medical Society.
Nov. '65-Dec. 31, '66 (12 months)	5882.00	2611.50	169.20	4898.15	1730.50				14,741.35	5000.00		110.90	37,054.65	59.00	70.00			85.80
Jan. 1, '67-Apr. 30, '68 (16 months)	966.00	4112.00	408.55	4720.65	385.00				10,602.20	5000.00		21.80	23.60	4.50				5259.60
MAY 1, '68-May 1, '69	401.00	3082.50	253.80	569.90		25.00			4282.20			7.50	19.50					56.90
" '69 "	508.00	2906.00	216.35	108.75	50			7915.60	11,655.20									27.00
" '70 "	626.00	3249.00	253.65		343.40			7426.00	11,898.05			30.85	26.25	68.70				11,682.20
" '71 "	529.00	4421.50	326.20	1068.65	9.55			5900.00	12,254.90			337.00	22.70	88.90				125.80
" '72 "	508.00	4308.00	494.40					5900.00	11,210.40			527.60	26.65	39.60	75.45			471.60
" '73 "	795.00	3508.00	481.25					5900.00	10,684.25			683.90	8.65	42.25	59.00			669.30
" '74 "	864.00	3129.00	440.25					5900.00	10,333.25	4500.00	478.25	12.50	37.15	40.00				793.90
" '75 "	380.00	2733.00	262.20		15.00			5900.00	9290.20	6500.00	473.45	137.80	25.25	14.50	13.15			5067.90
" '76-Dec. 31, '76 (8 months)	214.00	1606.00	233.10					4000.00	6053.10	4000.00	371.25		25.20	17.50	1.05			7164.15
Jan. 1, '77-Dec. 31, '77	404.00	2225.00	548.44			1.70		5900.00	9079.14	6000.00	579.50	5.35	30.50					4415.10
TOTAL.....	12,027.00	87,841.50	4087.38	10,866.10	2493.95	25.00	1,705,471.60	122,084.24	70,856.45	26,000.00	3450.96	387.70	856.45	65,501.55	90.96	00.30	849.20	152,933.44

# HISTORICAL TABLE—EXPENDITURES

	GENERAL FUND.												BOOK FUND.							TOTAL.				
	Salaries.	Expense.	Contingent Fund.	Postage.	Stationery.	Printing and Ad- vertising.	Furniture.	Insurance.	Exhibitions and Lectures.	Interest and Dis- count.	Fuel and Light.	Taxes.	Profit and Loss.	Total Gen'l Fund.	Books.	Periodicals.	Binding.	Collection of Du- plications.	Catalogues.		Contingent Fund.	Inventory Exp.	Total Book Fund.	
Nov. '65-Dec. 31, '66 (14 months)	2274.58	1559.04	.....	65.54	544.50	276.70	2241.52	4.00	972.40	6.40	279.85	.....	.....	8223.50	5760.18	182.43	193.20	.....	343.00	.....	.....	.....	6450.81	14,775.34
Jan. 1, '67-Apr. 30, '68 (16 months)	3664.67	1643.67	.....	59.46	269.10	68.35	186.00	57.25	4185.85	79.47	1071.15	.....	98.30	11,323.47	26,106.96	1173.19	633.90	.....	.....	.....	.....	.....	4438.05	15,761.32
May 1, '68-May 1, '69	2711.25	547.76	.....	31.57	74.40	.....	.....	.....	694.15	.....	98.05	27.50	.....	4184.68	118.15	323.00	.....	.....	.....	.....	.....	.....	441.15	4625.83
" '69 " '70	3910.18	420.65	.....	24.75	406.10	190.75	87.00	.....	621.60	4.24	.....	.....	.....	5663.27	2445.64	580.25	1418.80	.....	1079.80	.....	.....	.....	5534.49	11,199.76
" '70 " '71	4249.15	239.65	.....	55.83	165.55	234.60	.....	.....	4968.37	23.39	.....	.....	.....	4968.37	9736.19	602.24	909.10	.....	2296.75	.....	.....	.....	6444.28	11,412.65
" '71 " '72	4765.95	281.65	.....	54.79	485.11	177.75	.....	.....	1111.50	16.76	.....	.....	.....	6893.01	2771.21	991.38	485.23	703.07	.....	.....	.....	5000.89	11,893.90	
" '72 " '73	6096.15	221.50	.....	31.74	243.75	63.40	.....	.....	.....	.....	.....	.....	.....	6656.54	3134.01	666.80	1109.09	419.10	368.00	.....	.....	5007.00	12,353.54	
" '73 " '74	7057.10	173.45	.....	32.62	304.10	162.25	38.00	.....	.....	.....	.....	.....	.....	7767.52	1824.76	1240.64	1210.76	426.14	.....	.....	.....	4702.29	12,479.81	
" '74 " '75	8986.80	334.25	144.95	.....	447.07	139.83	.....	.....	.....	.....	.....	.....	.....	10,062.90	2646.43	1550.50	1025.46	410.82	28.50	.....	.....	5661.70	15,714.60	
" '75 " '76	8046.80	697.46	200.00	.....	491.86	164.90	117.00	.....	.....	4.55	.....	.....	.....	972.57	2139.19	1552.55	1542.12	492.60	176.25	.....	.....	5602.80	15,625.87	
" '76-Dec. 31, '76 (8 months)	5073.90	238.24	400.00	.....	231.30	71.00	39.49	200.00	.....	.....	.....	.....	.....	5663.93	989.68	52.06	1347.95	105.71	.....	.....	.....	2395.40	8349.33	
Jan. 1, '77-Dec. 31, '77	7011.85	250.59	270.65	12.00	257.51	.....	249.51	217.50	.....	.....	.....	.....	8.65	8278.96	5112.35	1260.55	1529.74	239.66	633.00	175.00	436.92	3038.22	17,646.58	
TOTAL.....	63,888.38	6607.91	715.60	368.30	3920.45	1549.53	2938.52	478.75	7585.50	134.51	1449.06	27.50	106.95	790.95	32,278.75	10,065.59	11,316.33	2847.19	4637.30	175.00	436.92	3038.22	151,798.08	

(COPY.)

ST. LOUIS, January 5th, 1878.

*To the Honorable Board of Managers St. Louis Public School Library :*

Your Treasurer respectfully reports :

Balance in General Fund.....	\$ 901 40
Balance in Book Fund.....	303 01
Total.....	<u>\$1205 41</u>

Respectfully submitted,

J. PH. KRIEGER,  
*Treasurer.*

Respectfully submitted,

FRED J. SOLDAN,  
*Actuary.*

At the risk of subsequent repetition to some extent, I venture to call attention here to the following facts disclosed by the foregoing tables : .

*First*—That for the past year the remaining expenses have been lighter than in the two years preceding, while the amount expended for books is much larger than that of any other year since the first, the total expenditure in the book fund being more than \$3,000 in excess of the sum appropriated by the School Board for that purpose.

*Second*—That the salary account is \$1,000 less than the footing for the preceding year, and nearly \$2,000 less than that of two years ago.

*Third*—That the receipts from fines have been nearly \$300 in excess of those of the year previous and more than \$200 above the average of former years.

*Fourth*—That of the total income of the library during the twelve years of its existence, more than forty per cent has been expended for books, periodicals, binding, etc.

To these may be added the further gratifying fact that we begin the year with a balance of \$1,205 41 in the treasury.

The whole of this period and especially the year just closed, has been marked by extensive purchases of books, as will be seen from the following table, which exhibits the

## CLASSIFIED ADDITIONS TO THE LIBRARY.

*From May 1, 1876 to December 31, 1877.*

	EIGHT MONTHS FROM MAY 1, 1876, TO DEC. 31, 1876.				FOR THE YEAR 1877.				
	Purchases.			Total.	Purchases.				Total.
	Regular Library.	Duplicate Collection.	Donation.		Regular Library.	Duplicate Collection.	By Catalogue, Dup. not in Circulation.	Donation.	
Philosophy.....	12	.....	.....	12	35	...	14	...	49
Theology.....	26	.....	6	32	65	...	65	...	130
Social Science....	52	.....	260	312	398	1	899	232	1,530
Natural Science..	498	1	94	592	229	12	209	49	499
Fine Arts.....	31	195	17	49	329	19	37	33	418
Fiction.....	169	.....	7	371	932	141	84	...	1,157
Juveniles.....	167	.....	2	169	75	9	19	...	103
Literary Mis.....	36	.....	5	41	165	...	184	24	373
History .....	101	.....	14	115	792	8	264	27	1,091
Magazines.....	272	117	73	462	565	199	140	22	926
Total.....	1,364	313	478	2,155	3,585	38	1,915	387	6,276

For eight months of 1876.....2,155.

Total for twenty months.....8,431.

It should be noted that of the additions given above, 1,915 volumes were duplicates, which had long been in possession of the library (most of them since 1869), but had not been catalogued. They appear in former reports as "duplicates not in circulation." They are really additions to the available contents of the library, and must, therefore, be included in the table, with the explanation that they represent expenditure only to the extent of the cost of their cataloguing.

The amount expended for books, periodicals and binding in successive years may be seen from the following table:

Years.	Amount for books, periodicals and binding.	Gain over average.	Loss over average.
1865-66 .....	\$6,105 71	\$1,748 99	.....
1867-68 .....	4,438 05	81 33	.....
1868-69 .....	441 15	.....	\$3,915 57
1869-70 .....	4,454 69	97 97	.....
1870-71 .....	4,237 53	.....	119 19
1871-72 .....	4,247 82	.....	108 90
1872-73 .....	4,809 90	453 18	.....
1873-74 .....	4,376 15	19 43	.....
1874-75 .....	5,222 38	865 66	.....
1875-76 .....	5,233 86	877 14	.....
Av'rage .....	4,356 72		
1877 .....	8,133 30	3,776 58	.....

The figures above show that the past year is beyond all precedent in the amount of money devoted to keeping up and increasing the supply of reading matter; that its excess over the average amount so spent in former years is \$3,776 58. This excess would be still greater if the first year were to be omitted, as might very properly be done, since the running expenses for that year being necessarily light, there was little call for expenditure other than for books.

With all the additional labor and expense necessarily involved in a much larger collection of books and a constantly increasing

circulation, it is as remarkable as it is gratifying, that while the income has remained about the same, a careful supervision has enabled the management to set apart for the book fund a larger sum than in any previous year. Additional satisfaction may be derived from the fact that the Public School Library expends a much larger portion of its income for books than the average of other libraries, as is shown by the following

*Table comparing volumes bought, amount paid, etc., by the Public School Library and other Libraries.*

LIBRARIES	When founded.	Date of Report at hand.	Number of volumes in Library.	Number of volumes purchased last year.	Amount expended for books.	Average price per volume.	Total Expense.	Ratio of amount expended for books, etc., to total exp/ncs
Boston Public.....	1852	1876	312,020	16,554	21,714.50	1.31	117,800.00	18.6
Chicago Public.....	1872	1877	51,408	2,441	2,504.17	1.02	25,959.44	9.6
Cincinnati Public.....	1853	1876	84,602	6,307	10,134.56	1.60	31,307.44	32.3
Cin. Y. M. Mercantile...	1835	1876	38,159	712	968.90	1.36	11,510.91	8.4
Hartford Y.M. Ins'tute.	1838	1876	.....	800	651.71	0.81	5,900.00	11.2
St. Louis Mercantile.....	1845	1876	46,485	2,570	6,697.12	2.60	27,567.96	24.1
St. Louis Mercantile.....	.....	1877	49,155	1,697	6,059.00	3.57	24,558.26	24.6
San Fran. Mercantile...	1853	1876	44,926	2,421	3,810.93	1.57	27,542.19	13.8
Springfield, Mass.....	1864	1876	37,907	1,201	2,386.48	1.98	7,843.17	30.4
Worcester Free Public..	.....	1876	40,935	2,466	4,792.15	1.94	14,147.52	33.9
Average of 9 libraries*.						1.63		20.3
Public School.....	1865	1877	39,275	3,974	5,352.01	1.35	17,644.58	34.5

\*The average of the St. Louis Mercantile Library for the two years is taken in computing the general average.

The above table includes all libraries whose late reports are at hand, with the exception of two or three which are so differently circumstanced that a comparison would be worthless. It would be manifestly unfair, for instance, to collate our statistics with those of a library which is open only certain days of the week (though one of those in the table closes for two hours at dinner and one hour at supper time,) and on the other hand due recognition is given to the fact that our apparent advantage over the Boston Public Library results not from superior management on our part, but arises from the more extensive administrative demands which are sustained by that institution. It is evident that as there is an increase in the number of books to be cared for and the number of members to be waited on, the current expenses must be increased and a smaller ratio of income can be spent for books. This must be generally true, though, as was shown in a former table of comparisons, the present year is a notable exception in the case of the Public School Library. No better evidence can be offered of the excellent system and economic management of the Boston Public Library than the fact, that out of an estimated total expenditure of \$129,698 for the coming year, \$24,572, nearly 20 per cent., can be devoted to the purchase of books and periodicals. Moreover, any comparison is unjust to it which does not take into consideration the outlay attendant upon its extensive system of cataloguing and its frequent publication of bulletins, which disseminate bibliographical information over the whole country.

Attention should be called to the further gratifying disclosure that the Public School Library has paid less per volume for its purchases than most other libraries. This is the more noteworthy in view of the unusual number of rare and costly works which appear among our additions for the year.

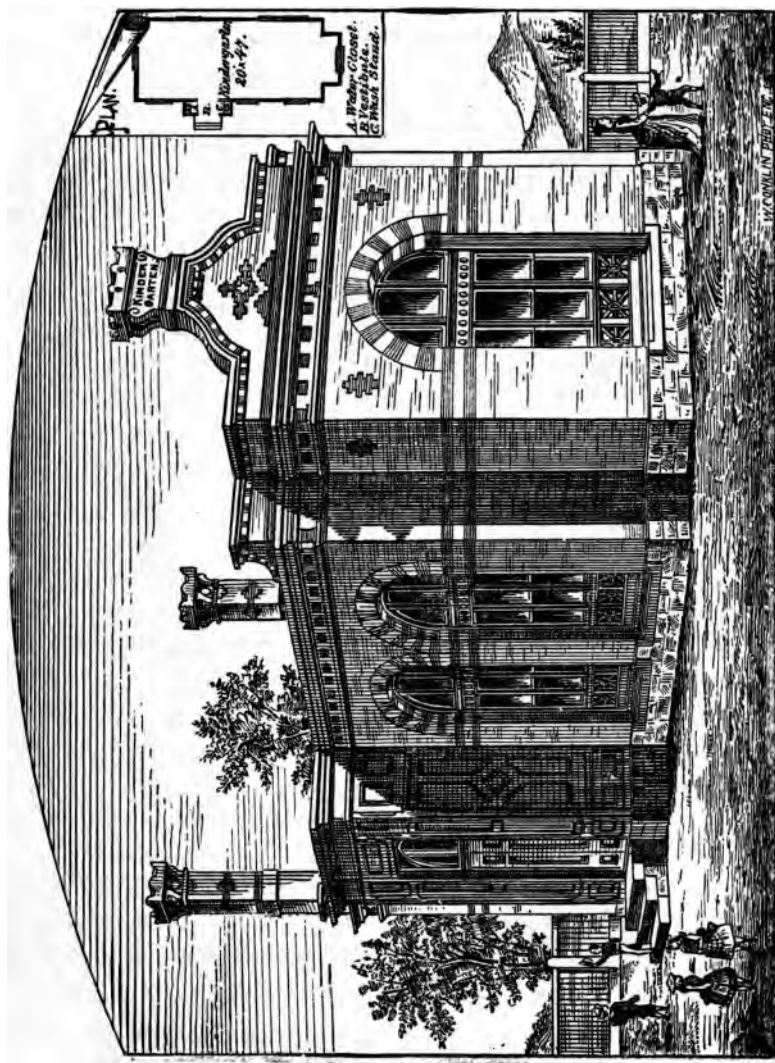
With regard to the character of the books purchased, I quote from the quarterly report of last May :



"If a descriptive list could be given with prices annexed, it would be seen that a statement of the number of volumes added does not adequately represent the additions lately made to the permanent growth and solid worth of the library. A systematic and economical management has enabled the book committee to take advantage of opportunities offered by numerous auction sales of private libraries in New York. At these sales they have purchased many rare and valuable books for less than half, in many cases less than one-fourth of their value. The accession list would show also that these works of permanent and growing value, which will not need to be replaced, which will make the library more useful to students and add to its enduring reputation, have not been bought to the detriment of the general reader or to the disregard of current publications. The usual supply of popular fiction has been furnished; and recent works of worth in science, literature and art have been placed on the shelves."

Among the many valuable accessions which deserve special mention a few may be cited as examples.

Napoleon's *L'Egypte*, 24 vols. Text 8vo.; 11 vols. Plates Atlas folio; Strutt's *Forest Scenery*, Imp. 8vo.; Bryant's *Picturesque America*, 2 vols. quarto; *American Historical and Literary Curiosities*, 1 vol., quarto; *Examples of Modern British Art*, quarto; Dore's *Ancient Mariner*, folio; Murphy's *Arabian Antiquities of Spain*, Atlas folio; Walpole's *Works and Letters*, 8 vols., quarto; Pinkerton's *Voyages*, 17 vols., quarto; Klein's *Geschichte des Dramas*, 12 vols., 8vo.; Jones' *Grammar of Ornament*, quarto; Planche's *Cyclopædia of Costume*, 2 vols., quarto; Nicholas' *History of the Orders of British Knighthood*, 4 vols., quarto; Neal's *Westminster Abbey*, quarto; Ottley's *Facsimiles of Rare and Curious Engravings*, quarto; Stukely's *Stonehenge and Abury*, quarto; Churchill's *Voyages and Travels*, 8 vols., quarto; Allom's *Chinese Empire*, 2 vols., quarto; Humphrey's



DIVOLL KINDERGARTEN.



History of the Art of Printing, quarto; Military Costumes of Turkey, Russia, Poland and the Netherlands, 5 vols., quarto; Blackwoods' Magazine, full set, 111 vols., 8vo.; Fergusons' History of Architecture, 3 vols., 8vo.; Hogarth's Works, 62 plates, quarto.

Without going further into details the general nature of additions to the library can be seen from the following comparative summary, showing ratios of light and standard literature in volumes and expenditures.

	No. of Vols.	Cost.	Per cent. in Vols. Bo't.	Per cent. in Am't Expn'd.
Standard Works.....	2,817	\$4,057.14	79.8	74.1
Novels and Juveniles.....	1,157	1,294.87	29.2	25.9
	<u>3,974</u>	<u>5,352.01</u>	<u>100.0</u>	<u>100.0</u>

It appears from this that more than two-thirds of the books belong to the higher grades, and that to their purchase has been devoted three-fourths of the amount expended. The showing is even better than appears from the above figures, since to the novels are added all the juveniles, many of which, on the ordinary basis of classification would appear under the headings, Natural Science, History and Poetry, as for instance, Pepper's Cyclopædic Science Simplified, Higginsons' History of the United States, Dickens' Child's History of England and Lamb's Poetry for Children.

#### DONATIONS.

The most notable donations of the year are thirty-six volumes from Dr. J. S. B. Alleyne, comprising back volumes of reviews, medical and other standard works; a useful collection of text books and other gifts from H. H. Morgan; sixty-nine volumes of Japanese educational publications, in addition to the regular contributions of school

reports, magazines, etc., from Wm. T. Harris; a set of Congressional Records, from Hon. E. C. Kehr; United States Reports on Education, Centennial Exposition, Life Saving Service, etc., twenty-five volumes; Centennial Educational Exhibit of the St. Louis Public Schools, thirty volumes.

#### THE GERMAN DEPARTMENT

During the past year has received monthly additions of current publications both of light and standard literature.

The following table shows the classified additions for 1877:

Philosophy .....	38
Theology .....	10
Social Science .....	25
Natural Science .....	37
Fine Arts .....	58
Fiction .....	121
Juveniles .....	3
Literary Miscellany .....	23
History .....	41
Magazines .....	2

Total No. German books added 358 volumes.

Number of German books in library, December 31, 1877:

Standard Works .....	1,518
Fiction .....	866
Total .....	2,384

As soon as shelf-room can be provided, all the German books, except those which from their special nature cannot well be separated from works on the same subject in other languages, will be placed together in cases contiguous to those now containing the German fiction.

At the annual stock-taking, last March, it was discovered that of books reported missing on previous lists, one thousand one hundred and sixty-five volumes, regular library, and one hundred and twelve volumes, collection of duplicates, were on the shelves; that since the last examination there were missing, from regular library, two hundred and seventy nine volumes, from collection of duplicates one hundred volumes, and fifty-one numbers of magazines.

## CONTENTS OF LIBRARY.

After deducting all the books which have been lost or worn out since its opening, we obtain the contents of the library, December 31, 1877:

Regular Library.....	33,422
Collection of Duplicates.....	2,335
Academy of Science.....	2,760
Duplicates not in Circulation.....	606
Volumes Pamphlets ready for binding.....	152
Total No. of Volumes.....	39,275
Unbound Pamphlets.....	312
Pamphlets Academy of Science.....	4,783
Total No. Pamphlets.....	5,095

After the actual addition of 6,516 volumes since the publication of the last report, May 1, 1876, the appearance of a smaller total calls for a few words of explanation. In the first place, previous statements have been made in accordance with what I presume to be the library custom, of quoting the last accession number as representing the number of volumes in the collection; *i. e.*, of including in present contents all the books which have ever belonged to the library, making no allowance for those which have been lost or worn out. This loss in the course of twelve years must represent a large number, the larger in our library from the fact that the books which it obtained by ab-

sorption of other smaller libraries, were mostly well worn to begin with. Secondly, the Academy of Science collection\* which was estimated in the last report at 4,000 volumes proves by count to contain, with additions since that time, about 2,764 volumes, and 4,783 pamphlets. Including the latter at ten pamphlets to the volume, as has been done heretofore, gives a total of 3,238 volumes, a number considerably less than the former figures.

Great pains have been taken to make the foregoing table as nearly as possible an exact statement of the number of volumes actually in the custody of the library and available for use, December 31, 1877. It does not include a number of books still in our possession, but which, on account of their imperfect condition, have been withdrawn from circulation.

## CIRCULATION.

The work of the Issue Department is shown in the annexed tables :

*Issue by Months.*

Months.	—1876—		—1877—	
	Home Issue.	Library Use.	Home Issue.	Library Issue.
January.....	.....	.....	7,096	5,278
February.....	.....	.....	7,438	3,993
March.....	.....	.....	closed.	closed.
April.....	.....	.....	6,062	4,720
May.....	7,230	3,391	6,858	2,906
June.....	6,399	2,036	6,509	2,199
July.....	6,936	2,360	6,484	2,291
August.....	7,124	3,125	6,648	2,927
September.....	6,571	4,244	5,991	3,008
October.....	6,390	3,588	6,197	3,776
November.....	6,280	4,969	6,337	4,112
December.....	6,849	4,473	8,403	3,911
Totals.....	53,779	28,186	74,023	39,121

\*The collection of the St. Louis Academy of Science, though a part of our reference library, has never been shelved or catalogued with our books; and its own special catalogue is lacking in system and completeness. It was therefore impossible, in the time at our command, to ascertain exactly its contents. The figures above are given as a sufficiently close approximation.

As may be seen above, the month of December 1877, exhibits the largest home issue recorded during the twenty months, and one of the largest in the history of the library.

#### THE FREE READING ROOM AND REFERENCE DEPARTMENT

Has a total more than half of that of the Home Issue. The figures would be considerably larger if a more accurate account had been kept, particularly regarding the use of Patent Office Reports.

#### CLASSIFIED LIBRARY ISSUE.

CLASSES.	Eight months. May 1, 1876— Dec. 31, 1876.	Per cent.	Jan. 1, 1877— Dec. 31, 1877.	Per cent.	Twenty months. May 1, 1876— Dec. 31, 1877.	Per cent.
Philosophy.....	264	.9	494	1.2	758	1.1
Theology .....	337	1.1	439	1.1	776	1.15
Social Science.....	1,122	3.9	958	2.3	2,080	3.09
Natural Science.....	5,694	20.2	5,253	13.4	10,947	16.2
Fine Arts.....	1,652	5.8	2,380	.6	4,032	5.9
Fiction.....	6,041	21.4	10,035	25.6	16,076	23.8
Juveniles.....	3,754	13.3	4,016	10.2	7,770	11.5
Literary Miscellany.....	1,184	4.2	2,450	6.2	3,634	5.3
History .....	3,259	11.5	4,976	12.7	8,235	12.2
Cyclopedias, etc.....	4,879	17.3	8,120	20.7	12,999	19.3
	28,186	.....	39,121	.....	67,307	.....
	Av'ge 211 days.	133	Av'ge 328 days.	119	Av'ge 538 days.	127



## CLASSIFIED CIRCULATION.

A full and detailed exhibit is given in the next table of the classified circulation in all departments of the library, during the year 1877.

CLASSES.	For Home Use.	For use in the Lib- rary.	Total Use of Books in Regular Lib- rary.	Percentage.	Collection of Du- plicates.	TOTAL.	Tot'l Book Percent- age.
Philosophy.....	536	494	1030	.9	.....	1030	.8
Theology .....	479	439	918	.8	.....	918	.7
Soc'l & Pol. Science	937	958	1895	1.6	.....	1895	1.6
Natural Science...	3482	5253	8735	7.8	81	8816	7.1
Fine Arts & Poetry	2971	2380	5351	4.7	91	5442	4.4
Prose Fiction.....	40,436	10,035	50,471	44.7	9296	59,767	48.5
Juveniles.....	12,994	4016	17,010	15.	37	17,047	13.9
Literary Miscel....	3236	2450	5686	5.	35	5721	4.6
Hist. Travels.....	6970	5976	11,946	10.6	205	12,151	9.8
Cyclop., Dict.....	1982	8120	10,102	8.9	565	10,667	8.6
TOTALS.....	74,023	39,121	113,144	100.	10,310	123,454	100.

Total Book Issues.....123,454

Total Magazine Issues..... 36,342

Grand Total of all Issues.....159,796

In the foregoing table a separate column of percentages is given, obtained by excluding the collection of duplicates. If the question of expense is to be considered, this column should

not be taken into account, since the books in that department of the library pay for themselves.\* They must of course be included in any calculation which has reference to the character of the circulation. To show our standing in regard to this as compared with other libraries, I quote from recent reports. Mr. Poole, of the Chicago Public Library, says: "The circulation of English prose fiction and juvenile books has fallen off from 68.5 per cent. reported last year, to 62.57 per cent. The average circulation of this class of literature in the lower hall of the Boston Public Library for the past eight years was 74.5 per cent.; and 75 per cent. is the usual proportion in other public libraries which are well supplied with 'these books.'" This from the public library of Waterbury, Conn., which is apparently making every effort to elevate the standard of taste, and which has the double advantage of being located in an older community than ours and in a small town where such influences are likely to be more quickly and directly felt: "In nearly all free public libraries, works of fiction form from 75 to 80 per cent. of the books drawn out. In our own, the past year, such works make nearly 79 per cent. of the entire circulation." Springfield, Mass., shows 70 per cent. of novels and juveniles; the Cincinnati Mercantile over 73 per cent. The San Francisco Mercantile gives the average of four years as 69.3 per. cent., "considerably below the conceded rate. That three-fourths of the books issued from public libraries will be novels appears to be the law of popular reading." Among those who have had charge of libraries for the people, there is a marked preponderance of opinion, as shown in printed reports and public expressions at the London conference, to the effect that people cannot be forced into higher lines of reading by

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\*The "Collection of Duplicates" comprises duplicate copies of popular books, which may be drawn by members, on payment of five cents per week. It is composed chiefly of fiction, and supplies the urgent demand for new novels without expense to the book fund. It also serves another purpose in giving to members the privilege of drawing several books at once.

depriving them of fiction; that a reasonable supply of novels is necessary to attract readers, who will in time, advance to something better. In view of our low percentage of light reading, the subject is one which need give us no trouble. The explanation of this gratifying result I conjecture to be found chiefly in our large constituency of Public School teachers, and the special stimulus to scientific reading which they receive from the syllabuses of the Superintendent. To this must be added the scarcely less influential fact that a large number of our members are pupils and graduates of the High and Normal Schools, and have, during their course, frequent need for consulting standard literary and scientific works in the preparation of their lessons, and thereby acquire an appreciation of the higher classes of books. In his last report Prof. Winsor calls attention to the fallacy of assuming the percentage of fiction read in a public library as the standard of the tastes and reading habits of its members. "It should always be further borne in mind that in public libraries the demand for the better books is considerably lessened from the fact that such books are bought more commonly for the family book shelf than the inferior ones. It is for this reason that reputable authors of popular fame \* \* \* \* never represent in the circulation of public libraries their hold upon readers." The tired professional or business man of literary tastes seeks in a novel a respite from his severer course of study and reading. For the latter purpose he has provided himself with books. The novel he does not care to own, and therefore, looks to the public library to supply his transient and occasional want.

The primary object of a library is to instruct and elevate through the reading of books; hence the number of volumes issued may be taken as the measure of its work; and the cost of issue per volume is the only practical standard by which to estimate the economy of its administration. Judged by this, our

record for the past year is a very favorable one, whether comparison is made with other libraries or with our own figures in former years. The Boston Public Library, as stated in the last report, has reduced the cost of issue per volume from 25 cents in 1867 to 10 cents in 1877. In this library it has fallen from 46 cents in 1866 to 14 cents in 1877. On the basis of total expense the average cost of issue per volume for nine libraries, including the leading public libraries of the country, is 17.6 per cent., in ours it is 14.2 cents.\* The same, taking account only of salaries, for eight libraries (the data not being given in the report of the ninth) is 6.2 cents; in ours 5.5 cents.

## MEMBERSHIP.

*Memberships in force December 31st, 1876 and 1877.*

	1876.	1877
Perpetual memberships.....	30	30
Life members.....	2649	3070
Paying members.....	523	592
Free Evening School members.....	433	613
	<hr/>	<hr/>
Total.....	3635	4305
		<hr/>
		3635
		<hr/>
Gain.....		670

In times of business depression and enforced economy, library subscriptions are liable to be discontinued as belonging to the list of life's luxuries. It is cause for congratulation, therefore, that there are 670 more memberships in force at the end than at the beginning of the year 1877. The number of temporary subscribers fluctuates with the seasons as well as the times. Considerable larger figures appear in the

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\*Obtained by dividing total expenditures for the year, including amount paid for books, by the total issue, excluding periodicals.

*Total Membership during 1877.*

Perpetual memberships.....	30
Life members.....	3070
Free Evening School members.....	994
Temporary pay subscribers.....	1491
Total.....	5587
Number new members registered during year, 1052	
Number life membership certificates issued, 276.	

In the above total are included only those who are entitled to the privilege of drawing books for home use. In it no account is taken of the hundreds of regular frequenters and occasional visitors who consult books within the rooms. These in effect add about 75 per cent. to the membership, requiring on the part of assistants three-fourths as much time and attentions as the whole body of members.

## THE TERMS OF MEMBERSHIP\*

For the use of the present 40,000 volumes are the same as when the first subscription came in to develop the embryo of 453 volumes. In my monthly report for September I treated the subject at length and called attention to the following facts and obvious inferences therefrom :

That at the rate of \$12 for a life membership, whether a life use be averaged at twenty years, or the interest on \$12 be taken at 5 per cent. those who subscribe now will pay only 60 cents a year. But there are already 3,000 who pay nothing and over 2,000 more who have, on an average less than \$5.00 to pay

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\*There is a false impression prevailing to some extent in the community that this library is open only to those who are, or have been, connected in some capacity with the Public Schools. All residents of St. Louis may obtain the privileges of membership on equal terms; and books and periodicals are freely given to all for use within the rooms.

before becoming life members; *i. e.* who will contribute less than 25 cents a year. If this latter class is averaged with the 3,000 who have completed their payments, and account be taken of the large number of free evening school certificates which are given out each year, it will be evident that the yearly subscription per member is so small that without an increased appropriation, or the receipt of an endowment, the library cannot be properly conducted on its present plan of membership. The fact that a majority of the life members once paid \$12.00 gives us no aid for the present or help for the future. That money has all been spent and has bequeathed to us a legacy of books to care for, and members to serve.

It was on a presentation of these facts that the Executive Committee recommended: 1st, That the yearly subscription be reduced from \$4 to \$3; 2d, That the life membership fee be raised to \$25, payable in 6½ years, which would make the advantages obtainable by the same annual payment as now, but continued twice as long. Any one valuing at all the privileges secured will not hesitate to subscribe on either the temporary or life membership plan; and it must be admitted that a life privilege is better worth \$25 now than \$12 when the liberal gentlemen who founded it took certificates of membership in return for the money they paid to buy its first thousand volumes. If public appropriation or private beneficence would supply the deficiency, I should like to see the annual subscription reduced to \$1.00; and I hope to see the day when through one or the other or both these agencies, it will be so reduced, if not made entirely free. The recommendations of the committee were adopted by the Board of Managers, but failed by a close vote to receive the endorsement of the School Board. I trust that before long the subject will be reconsidered and the decision reversed. The subjoined table shows that while the non-paying members have been steadily increasing, those who pay have been almost as constantly decreasing. Such is the natural and

inevitable result, unless special efforts are put forth in the way of solicitation; and at best the ratio of paying to non-paying members must necessarily diminish:

#### PAYING AND NON-PAYING MEMBERS.

Year.	Life members	Eve. Sch. members	Total non-paying members	Total paying members
1866 .....	493	.....	493	1432
1867-68 .....	597	.....	597	2978
1869 .....	792	.....	792	2761
1870 .....	996	.....	996	2146
1871 .....	1170	.....	1170	2560
1872 .....	1414	767	2181	2734
1873 .....	1648	1144	2792	2262
1874 .....	1965	1324	3289	2188
1875 .....	2306	1331	3637	2188
1876 .....	2512	1480	3992	1793
1877 .....	3070	994	4064	1491

The library will, in a few years, have so large a number of non-paying members that it will be essentially a free library. Therefore, in rejecting the change in the plan of membership proposed by the Board of Managers, the School Board should declare its position, and decide now whether it proposes to bear a larger share of the library's expenses; whether it is able and willing to supply more money for its present pressing needs, and to largely increase its appropriations in the immediate future. The diversion of a part of the book fund to the general fund retards the growth of the library and can give but a temporary relief. The book fund is none too large to provide for the annual wear and loss of books and for a reasonable increase; and the expedient adopted is an enforced sacrifice of future welfare to present necessity.

## PROGRESS AND IMPROVEMENT.

In our card catalogue we have now one continuous index in place of the three, two printed and one written, which had formerly to be consulted. The advantages of the changes in the arrangement of the Library Room which were set forth in the May report, have become more and more apparent. At the beginning of the year we had only three or four complete sets of magazines. Much has been done towards completing the others by securing back volumes at very low rates; and much more remains to be done. Numbers of magazines, representing the accumulation of several years, have been put together in volumes; those complete, bound, and the incomplete listed for completion or sale. A mass of pamphlets gathered during the last six years has been sorted and arranged in volumes ready for binding. These, with volumes previously bound, have been indexed, and about half of them catalogued. The routine labor involved in a circulation greater than that of any previous year has been carried on, and a considerable portion of the work which had accumulated during several years preceding has been disposed of under somewhat adverse circumstances, chief among which is the fact that nearly all the present library force, including the Librarian, have entered service during the present year.

## READING ROOM.

The extensive alterations which it has undergone have entirely changed the appearance of our Reading Room. Since its enlargement it is nearly 100 feet in length by more than 50 in width. Three windows have been opened and five others increased in size, and better light has been afforded at night by lowering the sun burners and increasing their number. The steam coils no longer smoke the walls and pictures. Their present position by the windows (which reach to the floor) has secured a



better ventilation of the room in accordance with an admirable plan devised by Prof. Woodward and carried out under his supervision. The pictures are hung to better advantage; and the room is improved in every particular. The reopening has been postponed in order, if possible, to provide a suitable covering for the floor, the only thing lacking to make the hall thoroughly attractive and creditable to the city in which the Public School Library stands as a representative institution.

It is natural for each library to draw attention to its peculiar excellencies. Ours consists in economy of administration (the large ratio of books purchased to total expense, and the small cost of issue per volume) and the high class of the books read. These facts have been brought out by the foregoing tables. Our deficiencies require no statistical demonstration. Our books are not properly shelved; the walls and ceiling of the library room are dingy with the smoke and dust of ten years; and the bare floors of both rooms present a poverty-stricken appearance, and disturb our readers by their never ceasing appeal for a covering which will deaden the sound of footsteps and insure that quiet which should prevail where people assemble for reading and study. Though not the only, these are the most glaring defects; and no amount of purity, economy and efficiency of administration will reconcile our members to their continued existence, or enable the library to achieve the popularity it deserves until they are remedied.\*

Thus far in its progress the library has received no bequests and but few donations. Aid of this kind will, I trust, come with an appreciation of its elevating and humanizing influence. Like the constant powers of nature it works slowly and silently beneath the surface; and in the course of years the result of its work will be seen in a more extended substratum of solid character and intelligence throughout the community.

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\*As this report goes to press, the last touches of a tasteful fresco are being given to the ceiling of the Ames Hall; the walls are bright with fresh paint; four new book-cases are nearly ready for use; and the floors are furnished with suitable covering.

In the first report of the trustees of the Boston Public Library occurs this paragraph, which presents as well the aims and objects of the St. Louis Public School Library :

"In this way the trustees would endeavor to make the public library of our city, as far as possible, the crowning glory of our system of city schools; or, in other words, they would make it an institution fitted to continue and increase the best effects of that system by opening to all the means of self culture through books, for which these schools have been specially qualifying them."

Another sentence, with very slight alteration, I think equally applicable to our library, and I am sure that all who have at heart the highest good of our city will join me in the hope that it will prove equally prophetic: "Should the expectation of the [Board of Managers] be realized, and should the library be found to supply an existing defect in our otherwise admirable system of public education, its future condition may well be left to the judicious liberality of our citizens and the public spirit of the community."

Respectfully submitted,

FRED M. CRUNDEN,

January 15, 1877.

*Librarian.*

## APPENDIX—PUBLIC SCHOOL LIBRARY.

## BOARD OF MANAGERS.

✓ THOS. RICHESON.....	Ex-officio member, as President of School Board.
✓ WM. T. HARRIS.....	Ex-officio member, as Superintendent of Public Schools.
H. H. MORGAN.....	Ex-officio member, as Principal of High School.
✓ LOUIS SOLDAN.....	Ex-officio member, as Principal of High School.
✓ C. M. WOODWARD, LEO RASSIEUR, HENRY HICKMAN, R. J. HILL, CHAS. SPINZIG,	} Ex-officio, as Library Committee from School Board.
✓ JAMES RICHARDSON, JOHN W. O'CONNELL, RICHARD HAYES, GEO. S. EDGELL, JOHN BRYSON, B. R. BONNER, FANNIE M. BACON,	
	Elected by the Life Members of the Library.

*Classified list of Periodicals taken during 1877.*

Philosophy.....	1
Theology .....	4
Pedagogy.....	4
General science and useful arts.....	20
Engineering and architecture.....	10
Medicine .....	12
Commerce and statistics.....	1
Agriculture.....	3
Illustrated and fine arts.....	18
Literature.....	50
Juveniles.....	2
Amateur newspapers.....	20
Newspapers.....	64
	<hr/> 209

*By Languages.*

English .....	173
German .....	29
French .....	7
Spanish .....	1
	<hr/>
	209

## DONATIONS—1877.

	Vols.	Pph.		Vols.	Pph.
Alleyne, Dr. J. S. B.....	36	.....	Lucas, Hon. John.....	2	.....
Amend, Mrs. S.....	3	.....	Millar, Rev. W. B.....	2	.....
Apprentices' Lib'y, N.Y. ....	1	.....	Missouri Medical Soc'y...	1	.....
Astor Library.....	1	.....	Morgan, Horace H.....	47	5
Baldwin, O. S.....	1	.....	Nash, Joseph.....	1	.....
Belden, F. S.....	8	.....	N. Y. Mercantile Lib'y..	1	.....
Boston City Hospital.....	1	.....	O'Neil, Hon. J. J.....	1	.....
Boston Public Library...	1	.....	Parker, Scott.....	2	.....
Caulfield, Richard.....	2	.....	Philadelphia College.....	1	.....
Cobden Club.....	2	.....	Richeson, Col. Thos.....	8	.....
College of New Jersey...	1	.....	St. Louis (city).....	1	.....
Cornell University.....	5	.....	Seeman, Dr.....	2	3
Crawford, W. H.....	1	.....	Sheldon & Co.....	4	.....
Dale, T. N., jr.....	2	.....	Smith, A.....	1	.....
Figueredo, Alfonse de....	1	.....	Southern Law Review...	1	.....
Forbes, Dr. I.....	1	.....	Springfield, Mass., Lib'y	1	.....
Globe-Democrat Co.....	1	.....	Stark, Dr. S.....	9	.....
Harris, Wm. T. ....	111	178	Tatum, A. N.....	1	.....
Harvard University.....	15	.....	United States Gov'ment..	82	.....
Hoffman, Minta B.....	20	.....	United States Pat. Office.	4	.....
Iowa, Grand Chapter of..	2	.....	Vermont Hist. Society....	2	1
Iowa, Grand Lodge of....	2	.....	Vickroy, T. R.....	1	1
Jones, G. I.....	1	.....	Ware, C. E.....	3	.....
Lippman, M. J.....	2	.....	Wright, Carroll I.....	5	.....
Lowell City Library.....	1	.....	And others.....	5	1
				<hr/>	<hr/>
				387	223

LIST OF  
LIFE MEMBERS PUBLIC SCHOOL LIBRARY

COMPLETE TO APRIL 1ST, 1878.

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Abbott Sarah	Allen S R	Atkinson Belle
Abbott Wm H	Alles Henry P	Atkinson Mary I
Abeles Julius	Alleyne Dr J S B	Atkinson Dr R C
Able Dan	Allison Geo E	Atkinson Robt
Ackermann Albert	Allison Joel	Aufderheide Benj F
Ackermann John	Allison Wm Howes	Auler Dr V H
Ackerson G G	Althaus Wm E	Auler V H jr
Adams Jane	Ambach John	Austin Bayard T
Adams Polly	Ambs August	Avery Mrs Kate
Adkins W H	Amelung W	Avis Mrs Chas
Aglar Ione	Anders Elizabeth C	Ayers Emma I
Ahlefeld John	Anderson Alfred R	Baare G M
Albietz Chas	Anderson James W	Babcock Charles C
Albitz Rose G	Anderson Dr R S	Bacon Fannie M
Albitz Victor	Anderson W Robert	Bacon Geo A
Alderton Geo R	Andree Louis	Bacon Lizzie A
Alderson Maria	Andrews Belle	Bacon Mary E
Alewel Henry	Andrews Emma L	Bacon Sarah J
Alexander Addie M	Andrews Jos H	Bade Fred
Alexander Coke	Annis Hannah E	Baer Bernhard
Alexander Wm C	Archshoefer Eisig	Bahrenburg Wm
Allan David	Arnd Henry	Baier, Lillie
Allen Chas C	Arnold Geo C	Bailey C Julia
Allen Chas Clafin	Arzt Dr A J	Bailey Edward D
Allen Emma V	Ashbrook Letcher L	Bailey Frank
Allen G B	Ashworth Thos M	Bailey John Jay
Allen James F	Assman Chas A	Bailey Thos I
Allen James X	Atchinson Dr J B	Baker Belle

Baker Fred	Bartlett Ina	Belt Henry B
Baker John F	Bartlett Winthrop	Belzer Chas
Balmer Bertha	Bartling Maria O	Benedict Isabella D
Balmer Rosalie	Barton Patrick	Bennett Ellen
Balzer Martin	Bascom Wm S	Benoist Sanguinet H
Bange Herman G	Batchelor Adolph S	Bent Samuel
Bangut John	Batchelor Sarah V	Bentley John W
Banister Rosa	Bates Edward	Benton Frank W
Banker Geo W	Bates Hester	Bereman Maude
Banker Henrietta M	Bates Dr Julian	Berg Mrs Louise
Banks Henry	Bates Wm	Berger Constance
Barker Dr Wm S	Bangut John	Beringer Leopold L
Barklage L W	Baumgarten Dr D	Berkley Edward F
Barlow Aggie	Baxter Mary A	Berlin Walter G W
Barlow Andrew D	Bayha Chas	Bernoudy Mrs Ellen A
Barlow Maggie	Bayha John	Berry Helen
Barlow S D	Bayley G V	Berthoud Nannie H
Barlow Stephen D jr	Beach Mrs Jane	Betts Julia
Barnard E W	Beach Wm H	Benthe Gustav L
Barnes Addie	Beall Fannie K	Beyer Albert
Barnes Dr August F	Beattie Adelaide F	Bibb Grace C
Barnett Geo I	Beattie John	Bick Chas
Barnett James D	Beck Edward	Bicknell Julia A
Barr E W	Becke Theo	Bicksler John E
Barr Jennie A	Becker Emile A	Bidleman W R
Barr John	Becker John H	Biebinger Elise
Barr Maggie V	Beckerle Henry	Biebinger Emma
Barreiras J S	Beckmann Edward	Biebusch Wm
Barret Dr Wm L	Beckmann Wm Reed	Bienenstock Sarah
Barrett Maggie	Bedford Mrs J L	Bienenstock Seigfried
Barron Alice E	Beedy Mary E	Bigelow Emma
Barron John W	Beeson Louise E	Bigelow Harriet L
Barron Kate	Beggs John C	Bigelow Ivy W
Barron S Alex	Beggs Johnson	Biggers Geo W
Barry Thos	Beggs Mrs Richard	Biggers S Lowry
Barsalow Maggie A	Behnken Fred J J	Bilbrough Lillie
Barth Felix	Behr Rosalie	Billon Blanche
Barthel Herman	Bell Margaret	Billon Mrs E R
Barthel Wm	Bell Miriam E	Birch Thos N
Bartholow Jennie	Bell N M	Birch Weston F
Bartlett Albert	Bell Wm	Bissell Eva
Bartlett Cecelia M	Belt Harry B	Bissell Taylor

Black Albert W	Bondi Johanna	Bremner Hugo
Black Lizzie D	Bonner B R	Brennan Jas W
Blackburn Wm	Bonner Saml W	Brennan Dr W N
Blackford Algernon S	Boppert Louis	Brennard Jas W
Blair Francis P jr	Borck Dr Edw	Brent Mrs E
Blaise Paul	Bordemann Henry	Bridge Henry T
Blake John W	Bordley C Beal	Briggs Dr Chas E
Blakeley Francis M	Borgelt Henry	Brightley Arthur
Blanchard Mary E	Borgmeier Fred	Brightley Clarence H
Blanchard Thos	Borgstedt Herman	Brightley Edw A
Bland Lucy W	Borlinghaus Louis	Brindle M F
Bland Mary H	Bouque Harry	Brinkhaus Wm
Blanke Ida M	Bouton Mrs Mary R	Brinkmann Theo
Blattner Lizzie	Boutwell Mrs Helen G	Brinkmeyer Henry A
Blickhahn Dr G H	Boutwell Dr Henry T	Brinkmeyer John C
Blish Ella Wells	Bovard Mary Belle	Brisson Alice V
Block Dr A	Bowen Mrs Dora	Britton Geo F
Block C W	Bowman Alma L	Britton Jas H
Block Emanuel D	Bowman Mrs G A	Broadhead Jas O
Block Emily C	Bowman Virginia M	Brockhausen Dr Chas
Block Henry	Boyle Mrs Kate	Brockman Mrs Ella
Block Henry C W	Brackett Anna C	Brockman Lizzie
Block Hermann	Bradley Annie E	Brockmeyer Harry
Block Rosa	Brady Azzie L	Brockmeyer Henry
Bloecher Geo	Brady T W	Brockmeyer Wm
Blossom Edmund D	Bragg W C	Brockstedt Alma
Blount Daniel M	Brainard Miss V H	Brockstedt Henry M
Blume Clement	Branch Jos C	Brod Jno
Boardman Henry	Branch Mary A	Broehl Wm
Boardman J.	Brand Jos C	Brokaw Dr F V L
Bock Dr Ambrose	Brandley Edw S	Brolaski H W
Bock Conrad	Brandon Hannah	Brooke Geo D
Bode Edw	Brandon William	Brookes J Finney
Bodeman Henry	Braun Alexander	Brooks Ella
Bodmann Adolph	Braun Geo (F)	Brooks Frankie
Boesewetter Ernst	Braun Henry	Brown B Gratz
Boggs Mary F	Brawner J M	Brown Daniel
Bohl Wm	Brazeau Miss L R	Brown Mrs Helen
Boisliniere Dr C L	Breck David T	Brown Henry
Bolland Jno	Breckinridge Maggie M	Brown Jas W
Bolle Jno	Breden Minnie	Brown Jerry M
Bond Thos L	Breitenstein Edw	Brown Jno

Brown Thos	Butler Henry M	Carroll Wm J
Browne Wm C	Butler Mary B	Carson Dr N B
Brownfields Mary E	Butler Wm D	Carson Susie J
Browning Benj	Butler Wm M	Cartan John J
Bruce Mrs Mary A	Button Alfred A	Carty P J
Bruenemann E	Butts Lucinda	Carver Nancy M
Brunner Ida L	Butts Sherman H	Case Thos
Bruns Louis D	Cabot J C	Casey Mary T
Bryan Alice L	Cabrilliac Auth Frank	Casler Ada
Bryan Henrietta F	Cabrilliac Philomena	Casselberry E
Bryan Henry M	Cadwallader Dr I H	Castelhun Dr F C
Bryan Mrs Henry M	Cairnes Chas W	Castelhun Lydia P
Bryan Kenneth	Caldwell Adelaide	Castlehun Marie L
Bryan Mrs S	Caldwell A F	Catlin Daniel
Bryan Wm	Caldwell Albert J	Catlin Emily C
Bryant Carrie L	Cale Lizzie	Cavender John H
Bryson Dr Jno	Calhoun Geo S	Cecil Clara
Buchanan Frank S	Calvert Malcolm	Cecil Wm
Buchanan Saml	Calvert Melinda	Chamberlain Laura
Buck Charles H	Camp John P	Chapin Mrs A
Buck Dr H A	Camp Mary J	Chapman Emma
Buckingham Belle	Campbell Mrs A	Chapman Newlin
Buechel Edw C	Campbell Arthur V	Chappel Lizzie C
Buettner Lewis P	Campbell Clara N	Chappel Wm L
Bugg Albert	Campbell John	Charles Daniel Q
Bumann Annie M	Campbell P Arabella	Charles Robt S jr
Bumann Carrie	Campbell Robt A	Charlott C S
Burback Geo	Canton John	Chauvenet Regis
Burchard M N	Capelle Eugene M	Chewning Julia M
Burdeau Charles K	Carey Daniel	Chidester Anna B
Burgess Ellen E	Carlin Mrs Nat	Chidester Mary H
Burgess Dr Robt	Carlisle Frank	Chidester Walter C
Burlin Walter	Carpenter Geo	Child Amelia
Burns M Robt	Carpenter Louis M	Christin J C
Burns Robt	Carr Benj	Christopher Sarah E
Burst Emil	Carr John R	Claphamson Mrs J Y
Buschmann Chas H	Carr Robt E	Clark Achibald F
Buser Albert	Carreras Evaristo	Clark Cyrus E
Bush Ang A	Cárreras Henry	Clark Edward
Bush Isidor	Carroll Chas P	Clark E J
Bush Raphael	Carroll Mary A	Clarke Chas B
Butler Edw	Carroll Nannie	Clarke Mary Ann E



Clarke Sarah	Colton Mary B	Cowland Jno
Clantice P F	Comfort Jas E	Cox Chas J
Clayton Clarence W	Comstock Frank I	Coy Fred
Clayton Fannie E	Conden Laura A	Cozens Ella L
Clayton Robt R	Cunningham Miriam	Craig Marie Louise
Cleary Delia	Conklin Mary E	Crancer Geo
Cleaver Lewis C	Conn Jennie L	Crane Mary M
Clement Ellen C	Conrad Francis	Crangle Jno
Clements Margaret C	Conrad Julius	Crary Dr C W
Clench Mary E	Conroy Elizabeth	Crawshaw Helen M
Clendennin W Kerr	Conway Wm H jr	Crawshaw Jos sr
Cleveland H	Conzelman Emilie jr	Cronenbold Chas
Clifford John M	Conzelman J	Crookes Jos W
Clinch Mary B	Conzelman Theo	Crump Jno K
Clinton Mrs John	Cook Moses Henry	Crunden Frank P
Clough James F	Cook Simon	Crunden Fred M
Clover Ashley C	Cooke Edward	Crutsinger C W
Clover Henry A sr	Cooke Ida I	Culkin Mary Ann
Clover Mary A	Cooks Mary E	Cull J Fred
Cochran Fred G	Cooney Nora	Cullen Mrs M B
Cochran Katie A	Cooper Kate F	Cunningham Henry D
Cochran Susie J	Cooper Wm H	Cunningham Jno
Cocker Chas H	Copp Geo P	Cunningham Ward
Cogswell Mrs H M	Copp Saml	Cupples Samuel
Colcord Minnie	Corbett Willie	Currier Henry F
Cole Amadee	Corbitt J M	Curtis Clara A
Cole Henry E	Corcoran Hugh B	Curtis Elsie
Cole James	Cornelius T J	Curtis Elthera E
Cole Sarah Y	Cornet Geo A	Curtis Emma K
Coleman Alice F	Cornick Geo T	Curtis Jno M
Coleman Edward E	Coste Felix	Curtis Rose A
Coleman John B	Coste Felix jr	Curtman Chas M
Coleman Wm	Coste Louise	Curtman Dr C O
Coleman Wm Edward	Coste Paul	Curtman Geo W
Coles Dr W M	Costello Jno T	Cutler Frank
Colfer Thos F	Cotter Clara A	Dagwell J H
Collett Miss E A	Cotter Isabella M	Dale Elizabeth M
Collins Eliza D	Cotter Jas Jos	Dalton Frank P
Collins Horace	Cotting Amos	Dalton Dr H C
Collins John	Coudy Mary A	Dammann Jno
Collins Mrs M H	Congot Emile	Dammer Henry
Collins Thos R	Counselman Mrs T B	Dana Chas

Darby Frank	Devoy Ellen	Donahue Matthew
Dauber Kate	Dewsnap Kate	Donahue Philip
Dauber Otto	Diamant Henry	Dorman Charles
Dausman Henry	Dickinson Adelaide F	Dorn Caroline
Davie Belle	Dickenson Mary A	Dornin Annie N
Davies Ella E	Dickinson Peter Alfred	Dougherty Geo
Davies Robt	Dickinson Dr W	Dougherty James
Davis Anne	Dicks Wm L	Douglas Clara
Davis Annie	Dicksen Alanson S	Dowdle John
Davis Ella	Dickson Andrew	Dowdle Wm H
Davis Emma	Dickson Caroline S	Dowling Edward
Davis Geo S	Dickson Charlotte A	Dowling Maria
Davis Jno J	Dickson Charles K	Downing Wm
Davis Maurice J	Dickson John Harvey	Doyle Kelly
Davis Minnie K	Dickson Mary Louisa	Dozier Cynthia P
Davis Robert	Dieckriede Helen	Dozier F M
Davis Saml D	Diederick Geo	Dreml Frank
Deacon David	Diehl Conrad	Dressler Fred
Dean Dr D V	Diekman Louis C	Dressler Lena
Dean Laura	Diestelkamp Con H	Drew Julia J
Deas Wm	Dietrich Geo	Driemeyer Edward J
Deeds Lucy	Dillon Patrick	Druiding Adolphus
Dehaut Frank F	Dillon Sarah E	Dryden C Nathaniel
DeJong Nellie L	Dinan Wm G	Dryden Jos L
DeJong Simon	Dinsbeer Kate C	Dryden Nat J
Dellit Andrew G	Dirks Deitrich	Dryer Gustavus W
Dement Thos P	Dittmann Ida	Dudley Dr Geo F
Deming Mary J	Divelle C W	Duelle C W
Dempewolf Loto	Divoll Mrs L L	Duenhaupt Fred B J
Denmuth Anton	Dix Carter	Duenhaupt Meta A
Deneny Kate	Dix Endora M	Duffer Anna A
Deneny Mary P	Dixon Louise	Duffer James F
Dening L E	Dobbins James	Duffer Maria
Dennison Geo	Dockery Jas J	Dummeyer John
Denneg Louis E	Dodd Samuel M	Duncan Henry J A
Deppe Fred	Dodge Adell	Duncker Adolph
Deppendahl Wm	Dodge Anna R	Dunham Eliza C
Desbonne B	Dodge Fannie H	Dunham Frank J
Desloge John M	Dodge Mrs G E	Dunklin Emily G
Detterboeck Laura T	D'Oench W	Dunlap John
Devanny Mrs E	Doerner Alvina	Dunn Mrs E M
Devoy Edward	Donahue Mary E	Dunn Hannah

Dunn Margaret A	Eike Alwina	Everly Marie
Dunn Sidney C	Eisensthardt Jennie	Evill Mrs Jno
Dunnica Mrs S B	Eisner Hattie	Ewald Rosa
Dunsford Edward	Elam Chas	Eyser Jno
Durban Geo A	Elberg Katie	Faber Dr Jno E
Durdy James M	Eliot Ida M	Fabian Geo C
Durgan Ruth	Eliot Wm G	Fagin Lillie K
Durkee Charles E	Elleard C M	Fairchild Mary L
Durkee Dwight	Ellis David	Fanning Mrs Rose E
Duroes James	Ellis Jno W	Fassett Margaret F
Dussuchall Josie M	Ellison Jos	Fausek Anton
Dustin Francis A	Elstermann R	Fay Mary
Dustman Willie	Ely Jas H	Fay Dr Theo
Dutcher C O	Emanuel Bertha	Featherson Mrs F
DuTour M W	Embree Estelle B	Feehan Dr E L
Dyer Chas A	Emmenegger Emil	Feeney Thos
Dyer Wm C	Endris Willie	Feiler Adolph
Eads Jas B	Enfinger Jos	Felix Eugenia J
Ealer Geo	Engelmann Jno B	Felps G H
Earley Jennie A	Engler Amanda	Fenby Agnes
Earley M J	Engler D Augustus	Fenby Richard jr
Eastman Emma H	English Theo G	Fenby S Geo
Eaton Edw	Ennis Richard	Fenn Chas Homer
Eaton Emily F	Epstein Isaac	Fenteberg Anna D
Eaton Mrs H A	Epstein Meyer	Fenton Emma H
Eaton Jas M	Epstein Sarah E	Ferguson Chas W
Eaton N J	Erb Jacob	Ferguson H G
Eberhardt Emil	Erb Newman	Fetherstonh Jas
Eberlein Mrs S H	Erbe Geo	Fette H H
Ebrecht Henry F	Ernst Chas	Fiala Alexander
Echa Wm J	Ernst Theo	Fiala Bertha E
Edgar J C	Erskine Saml	Fiala Irma
Edgar S A	Eschbacher Geo	Fichtemeyer Fred
Edgar T B	Espenschied F F	Fichtenkam G M
Edgar Dr Wm S	Etting Harriet I	Fiedeldey G
Edgell Geo S	Etris Thos A	Fiedeldey Jno
Edgell S M	Ette Chas G	Field Mrs Chas P
Edmiston C A	Ette Emma	Field Mrs E P
Edson M S	Euston Alexander	Fielding Fannie L
Edwards Wm H	Evans Dr Jas W	Fife Emma B
Eggers Jno	Evans Jno N	Figueredo Alfonse de
Ehrler Wm	Evans Willie H	Filley Augustus

Filley Chauncey I	Forbes Alex E	Frey Rudolph
Filley G F	Forbes Cora B	Freyschlag Edw
Finagin Anna M	Forbes Helen R	Friede Isaac
Finch Chas E	Forbes Dr Isaiah D	Friedman Jacob
Fink Albert B	Forbey Julia	Friedrich August H
Finkelnburg G A	Ford Amanda	Fruchte Amelia
Finley Basil V	Ford Geo M	Fuhrmann Adam
Finney Thos	Ford Geo W jr	Furth Bertha
Finney John D	Ford Howard	Furth Robt A
Fischer Ellen	Ford Madison	Fusz Paul A
Fischer Eugene R	Forrester Susan J	Gaas Benj
Fischer Dr Gustavus	Forsythe Elizabeth	Gabel Fred
Fischer G W	Forsythe Jemima	Gage Mrs Jas B
Fischer Laura B	Foster Geo	Galbraith Eliza
Fischer Nellie	Foster Robt	Galbraith Martha I
Fish Albert G	Fowler Maggie E	Gale Arthur H
Fish Edward S	Fox Albert	Gallagher Alice
Fishel Washington C	Fox Annie	Gallagher Betsey
Fisher August	Fox E William	Gallier Maggie E
Fisher Charles	Fox Horace	Gamble Dr D C
Fisher C R	Fox Margaret E	Gannett Anna L
Fisher Laura E	Francis Annie	Gannon Margaret
Fisher Thos R	Franciscus Jennie B	Ganter Louis R
Fishwick Frank	Franciscus Lulu	Garigues Gertrude
Fisse Wm E	Franciscus Mary	Garigues Josie V
Fitzgibbons Emma V	Frank Theo	Garinger Jos S
Fitzpatrick Ella M	Frank Amelia	Garneau Jos
Fitzpatrick Maggie	Frank Louisa	Garner Fred
Fitzpatrick Ralph	Frank Sallie	Garrell Carolina
Fitzporter Dr J L	Frank Theresa	Garrett Geo H
Flad Fanny	Franklin Benj A	Garrison I L
Flad Henry	Franklin Mrs Julia E	Garrison Mary E
Flaherty Amelia T	Frazer Wm M	Garrison Oliver O
Flare Henry	Frederick Geo	Garrison Wm Lawrence
Flynn S C	Frederick Jos	Gartside Chas E
Fockel Frank	Frederick John	Gass Benj
Foden Francis E	Freefield Theresa	Gass Mary D
Foerstel Michael	Freeman Lehman E	Gates Anna C
Fogg J	Freilingsdorf Hugo	Gates Emma
Folkmann Mrs Clara	Freker Geo	Gates Ernest W
Follett Lorain A	Frelich L H jr	Gates Frank E
Fontana John	Freudenstein John	Gates Grace Ann

Gand Ella	Goddard E Bigelow	Grant Anna S
Gay Edw J jr	Goddard Elbridge	Graner Jno J
Gay Jno H	Goddard Geo F	Gray Jno A
Gayler Chas	Goddard Jos H	Gray Nellie
Gaylord Josiah A	Godfrey Wm H	Gredel Albert
Gaynor Peter	Goebel Arthur	Greeley C S
Gebhardt Geo P	Goerisch Christ	Green Dr A
Gehoke Geo	Goessling Edward	Green Fannie E
Geisberg H C	Goessling Wm	Green Frank S
Geisel Andrew	Goff Albert H	Green Mrs Hoyt H
George A C	Goldsmith David	Green Dr Jno
George Wm	Goldsmith Grace R	Green Mary A
Geraghty Mary	Goldsmith Jos	Green Mary E
Gerber Julius W.	Goll Carrie E	Greene C H
Gerbis Fred	Gomes Jno M	Greene Fannie R
Gernhart Louisa	Goodall Mary K	Greene Frank S
Gerichten Jacob von	Goodfellow Ed T	Greenhalgh W L
Gershon Lizzie	Goodfellow Maggie E	Greenleaf E L
Gershon Lyle	Goodlett Wm C	Greenleaf Grace E.
Gershon Sylvester	Goodson Addie	Greffet Julius E
Gettys Jas M	Goodson Hope	Gregory Dr E H
Gettys Jno W	Goodwin Harry O	Greiner Dr Otto
Gettys Jos	Goodwin Wm S	Grether John
Gettys Thos B	Gorman Jno	Greve Edward
Gibbs Delia	Gorms Jno M	Greve John H
Gibson Chas	Gosejohan Alvine	Griffith James N
Gibson Mrs G G	Gostorf Geo W	Griffith Robt W
Gilbraith Martha J	Gotham Thos	Griffith Wm F
Giles Nannie	Gottschalk B Franklin	Grizzell Sarah A
Gilfillan Grace E	Gottschalk Chas	Grocott Mary
Gilfillan J A	Gottschalk Ferdinand	Grocott Rebecca
Gill Mrs Frank	Gottschalk Fred	Grossenheider Oscar
Gill Dr Geo F	Gould Geo H	Grossman Bertha B
Gillespie Douglass	Gould Louisa B	Gruber Mrs Katie
Gillespie Wm	Gould Sallie	Grupe Stella F
Gillespie Wm D	Grable Alfred	Guhman Nicholas
Gillies Clara J	Graham Edward	Guhman M N
Gindra Jno	Graham Fannie L	Gundaker Geo E F
Gircus Harry	Graham Frank	Guthrie Oscar B
Glaser Amelia	Graham Mary R	Gutman Edward
Glasgow Dr W C	Graichen Fred A	Haas Bertha
Glynn Michael	Graichen F Wm	Haas John

Haase Amelia	Hardey Walter	Haynes Delos R
Hacker Jno	Hardy Mrs E S	Hayward Lizzie B
Hacker Wm	Hare Ulala C	Hayward Thos Ed
Hacking Robert	Harker Jennie	Hazard Geo H
Haefle Arnold	Harkness Matilda E	Hazard Mrs Geo H
Hafkemeyer C	Harkness Susan T	Hazard Wm T Jr
Hafkemeyer F W	Harlock Ella S J	Heacock Jennie
Hager Henry	Harlow F J	Healey Augustine P
Hager Jno	Harlow Willie M	Hebat M L
Hager Wm	Harnagel Wm	Hecker Wm.
Hagerty Jno	Harris Emma	Heckman Mrs C
Hall Frank S	Harris Emma P	Hedges B F
Hall Geo D	Harris Theodore	Heffern Jno B
Hall Geo H	Harris Wm B	Heffernan Geo
Hall Dr Geo W	Harris Willie E	Hegans Jno
Hall John	Harris Wm T	Hehn Louis
Hall J W	Harrison Mrs M J	Heideman H
Hall Dr J Z	Harry Mary A	Heilmann Hattie
Hall Robert	Harstick F W	Heilman Henry W
Halliday Jane	Hart Mary A	Heinrich Julius
Halwig Kate	Hart Olivia O	Heitbrink Louis
Hamilton Alexander	Hartigan Maggie	Heitzberg Chas
Hamilton A F	Hartmann Jno	Heitzig Edw
Hamilton Henry C	Hartmann Wm H	Heitzig Dr Jos
Hamilton Wm	Harvey Arthur B	Heilfrich Louis
Hammer Dr Adam	Harvey Emma S	Hellmann Hattie
Hammon Sarah J	Harvey Lewis P	Hellmann Isaac
Hammond J T	Hassemer Frank	Hellmers Chas C
Hammond Dr T H	Hassendeubel Philip	Hellmers Florence B
Hampfelder Carrie	Hassett Jennie	Hellmich Henry
Hampson Berkley R	Hathaway T L	Helm Louis
Handley Edwin R	Hauck Dr Chas	Heltzell E O
Handy Albert J	Hauck Eugene	Henderson Geo F
Handy Sarah R	Hauck Dr Fred.	Henderson Maggie
Hanenkamp Lizzie	Haus Kate H	Henderson Marry M
Hanenkamp Lucy	Hause Albert	Hennann H
Hanley Jas	Hausman Dr C	Henry Mrs Mary
Hanson Grace M	Hawken Wm H	Hentsfeld Fred
Hanson Maude	Hawley Dr Thos S	Henwood Bessie
Hantke Mrs Fannie	Hawthorne E W	Hequembourg G W
Haper Gustavus	Hawthorne J E	Hequembourg Mrs Hattie
Hardaway Mrs A W	Hayes Richard	Hermann Chas

Hermann Dr J	Hinchman Edw W	Holden Florence K
Hermann Henry W	Hindricker Geo	Holdsworth John W
Hermann Jno P	Hine Jno O	Holland Chas H
Herold Ferdinand	Hineman Jos	Holland H M
Herr M Revington	Hirschberg Louis E	Holland Maggie E
Herthel Adolph	Hislop Katie	Holland Wm T
Herthel Annie A	Histed Cassie E	Hollayg Kate
Herthel Chas	Hobart E F	Holliday John J
Herthel J W	Hodge Clarence W	Hollidge Edward O
Herthel Laura	Hodgen Harry	Hollman Sidney
Herthel Minnie	Hodgen Dr J T	Holman Minard L
Hesse Geo H	Hodins Saml	Holmes Chas
Hesse Wm	Hodgman Edwin C	Holmes Nathaniel
Hesser Emma S	Hodgman Jos	Holton Mary E
Hesser Jas P	Hoeber Gustavus	Homeyer Dellie
Hettel Chas R	Hoefer Oscar	Homeyer Dories
Henmann Henry	Hoefer Richard	Homeyer Mrs Florida
Heyer Dr Chas	Hoehner Edw	Homeyer Harry A
Heymann Louis	Hoelzle Clara	Homeyer Louise
Heymann L H	Hoelzle Emma	Homeyer Minnie
Hickman Henry	Hoelzle Frank F	Hood Benj
Hicks Frank	Hoelzle Geo	Hopkins Anna L
Hiemenz Henry	Hoelzle Louisa	Hopkins Anna M
Higgins J A	Hoelzle Lyon	Hopkins Lulu H
Higgins Wm J T	Hoerke Theo	Hopkins Willie
Hight Wm A	Hoevel Felix	Hoppins Herman F
Hildenbrandt Jennie C	Hoevel Geo	Hopton Maggie J
Hildreth C J	Hoevel Henry J	Horner Wm
Hildreth E T	Hoffman Elizabeth M	Hornstein Chas
Hildreth H W	Hoffman Dr E H	Horstmeyer Henry
Hilgermann August	Hoffman Geo	Horstmeyer Wm
Hill Alexander	Hoffman John Jos	Hospes Adele
Hill Alice E C	Hoffmeister Henry	Hospes Cecilia
Hill Britton A	Hofman Chas E	Hotchkiss Ella G
Hill Lizzie	Hogan Ansie B	Hotze Henry
Hill Mary	Hogan Edward	Hough John W
Hill Dr R J	Hogan Helen C	House Albert
Hill Wm C	Hogan John	Houston Chas H
Hill Wm Preston	Hogan Robt G	Houston Edith
Hilliar Frank	Hogan Thos L	Houston Mary E
Hilliard Morris B	Hogan Wm H	Howard Mrs C A
Hillman Anna C	Holcombe B F	Howard C C

Howard Fred C	Hynson Cromie	Johnson Joseph
Howard Dr H DeVere	Illsley C E	Johnson Kate H
Howard Mrs Katharine	Illsley Wm A	Johnson Laura
Howard Orilla	Ingram John	Johnson Robert
Howcraft Edward O	Irwin C W	Johnston J
Howell Edgar J	Isaacs H G	Johnston Laura
Howell Lillie	Isaacs Katie	Johnston Dr Wm
Howland Willie C	Isbell E J	Jolly Augustus
Hoyt Mrs F	Ittner Hon Anthony	Jones Benj H
Hubbard Henry F	Ivester E T	Jones Carrie L
Hudson Luella	Jackson Chas	Jones Catherine M
Hudson Willie E	Jackson Henrietta	Jones Chas W
Huff Chas	Jackson May	Jones Frank S
Huff Merryfield W	Jacobs A	Jones Franklin P
Hufnagel Chas	Jacobs Albert	Jones Jno S
Hufnagel Wm	Jacobs Ad	Jones Maggie C
Hughes Dr Chas H	Jameson H W	Jones Nancy
Hughes John T A	Jannsen Oscar	Jones R S
Hughes Mary E	Jaquish Cecelia M	Jones Thos
Hughes Sophie C	Jasper F Wm	Jordan F G
Hughes Walter	Jasper Moses	Jordan Peter
Hummel Ed	Jecko Lizzie	Jordan Dr R M
Hummel John G	Jecko S H	Jorgensen Ida M
Hunicke Felix	Jenks Jno H	Joslin Mary J
Hunicke Wm	Jennings Jno	Judd Dr Homer
Hunt Fred	Jennings Dr R N	Judson Edw W
Hunt Jennie W	Jewett Eliot C	Jungenfeld E
Hunt Josie M	Johan Jac	Juvet Julia B
Hunt Leonard	John Rev Dr Rudolph	Kaeshoefer Chas
Hunter Mrs M M	Johnson Ada	Kahlback Jno
Hunter Sarah A	Johnson Adalaine A	Kaime J E
Huntington Rebecca M	Johnson Addie	Kaiser Edw
Hart Dr Garland	Johnson Agnes	Kalb Guido
Hutchins Stilson	Johnson Amos H	Kalb Minnie
Hutchinson F A	Johnson Mrs A K	Kallemeier Julius
Hutchinson Leroy	Johnson Belle	Kallemeier Louis
Hutchinson L K	Johnson Chas F	Kaltenthaler Geo
Huth Alice C	Johnson Chas P	Kaltwasser Chas
Huttton Angelina V	Johnson Chas W	Kaltwasser Louis
Huton Archibald	Johnson Emily G C	Kammerer Emilie M
Hutton Carrie L	Johnson Eugenia	Kane Jas
Hutzfeld Fred	Johnson Fannie V	Karl Jacob



Karnatz Otto	Kentz Hy	Knipper A
Kaspar Louis	Kentz Jos	Knoblauch Chas
Katz Frank	Kieffer Peter	Knoblauch Ida L
Kaufman Nathan	Kielsmeyer Henry	Knoch Ulrich F
Kaufman Saml	Kienemann Wm	Knower Dr Chas
Kaufman Wm	Kier Dr Wm F	Knox Emily R
Kausel Edmund	Kieselhorst Mrs A	Knox Frank T
Kay Chas	Kieth Emma	Knox Hannah
Kayser Fred	Kiever Lizzie	Knust Mary
Kayser Pauline T	Kilcullen Patrick	Koch W E
Kean Mary J	Kilpatrick Geo jr	Koelkebeck Wm Henry
Keith David	Kimball Arabella	Koenig F C
Keith Jacob	Kimball J E	Koepmann Wm
Keith Louisa H	Kinealy Jas R	Koerber Henry
Keller Jno J	Kinealy Jno H	Koerkel Theo
Keller Kate	King Hallie B	Koetzli Mrs Doris
Keller Oscar	King Katie	Kohler Jno L jr
Keller Virginia	King Maggie	Kohn Alice
Kelley Jas	King Michael	Kohn Emma
Kellogg S B	King Moses	Kohn Louis A
Kellogg Wm	King Wyllys S	Koken Ernest E
Kelly Bernard	Kingsley J P	Korhammer Augusta
Kelly Chas E	Kinhead Susie	Kortkamp Wm E
Kelly Jas	Kintzing Chas	Kotsrean Frank
Kelly Julia	Kirby E B	Krach Louisa
Kelly Mary E	Kirchner Dr Henry	Kraft Frank
Kelsor W A	Kirchner Wm	Kraigen Louis
Kendall Ellen F	Kirner Leonard	Krausse Mrs S
Kendall Wilson A	Kirschbaum Charlotte	Kretschmar Clark
Kendrick Josephine L	Kirschbaum Otto	Kretschmar Fred
Kennard Dr Thos	Klausing Henry	Kretzer Henry
Kennedy Amanda P	Klemm Richard	Kriekhaus Laura
Kennedy Henry J	Kletzker Albert J	Krieger Chas
Kennedy Jennie	Kletzker Henry	Kroeger Bernhard
Kennedy Maggie R	Kley Wm	Krueger Pauline
Kennett Dixon H	Kluepfel Dr J	Krug Jno A
Kentnor Henry	Klunk Julia E	Krug Julia
Kerr Flora	Klute Albert H	Krum Chester H
Kerr Stephen	Knappstaedt Geo	Kuechler Edward
Ketchum Mrs Chas D	Knickmeier Henry H	Kueckelhahn Dr A
Ketchum Ewing C	Knierim Gustav	Kuehne Frank
Keth Jacob	Knight Wm	Kuhn Dr Daniel

Kuhnle Thos	Lee Jno O	Lippmann Louis
Kuntz Jno	Leeson Edw F	Lippmann Morris J
Kupferle E G	Leet Clara F	Lippmann Theresa
Kupferle Louis F	Leete Dr Jas M	Lips Chas A
LaBeaume Edw	Lehmer Lillie	Little Mrs A E S
Lacy Francis A	Leighton Maggie J	Little Arthur E
Lafin Sylvester H	Lemcke Eugene C	Little Irwin E
LaFranchi Rosalie	Lemoine Dr E S	Little Octavia
Lahey Wm	Lenck Edw	Little W C
Laiblen Fred	Lenoir Louis	Little W H jr
Laidley Dr L H	Leonard J D	Litton Chas M
Laitner Louis	Lepere Kate	Locke Jos H
Lake J R	Lepere Willie	Loesch Mary
Lancaster R D	Lesser Chas	Loewenberg Martha
Land Chas C	Letcher Rule	Loewenstein Hannah
Landau Fred	Letzig Ernst	Lofgren Alexander
Landeker Telly H	Levi Wm	Logan Annie B
Lane Geo B	Levin Marianne	Logan Myra M
Lange Louisa	Levison S	Lohrum Mrs Julia
Lange Sophie B	Levy Hannibal	Loker Edwin
Lange Wm C	Levy Julia	Loker Wm N
Langsdorf Bertha	Levy Samuel	Londoner Rebecca
Langsdorf Minnie	Lewis Edward A	Long Edward H
Lankford Dr A P	Lewis Jno W	Long Jno F
Lapeyre Alex R	Lewis Julia	Long Mrs Eudora M
Lapeyre Benj	Lewis T Turner	Longdon Mrs Clara
Lasar A A	Lichtenstein Miss A	Longmayer Emanuel
Lasar Emily M	Liggett Dollie L	Look Maria N
Lasar Godfrey	Lightburne Dr R E	Loring Jas M
Lattall Jos	Lightner Cecilia	Loring Matilda J
Laughlin Julian J	Linck Chas	Loth Albert
Lauman Frederick	Linck Edw	Loth Bennie M
Lauman Mrs Louis	Linck Jno	Loth Mattie
Lavat Louis C P	Lindsly Harry C	Love Anna J
Laveille Theo	Lingenfelder Dr P J	Love Dr Isaac B
Laverdure Alfred	Lingo Wm	Love Isaac W
Layton Elenora	Link Chas	Lovell Eliza
Layton Geo D	Link Jno	Lowry Frank C
Layton Lottie E	Linn Lewis F	Lowry Jennie
Leak Geo	Linton Dr B	Ludewig Lena
Leavy Jno A	Lippman Fanny	Ludewig Sophia W
Lee Francis	Lippmann Jennie R	Ludwig Dr C V F

Luebbering Jno F	McCormick Charles	McLellan Geo B
Luedinghaus Amelia	McCormick Harry S	Maclin Thos H
Luedinghaus Frank W	McCormick H J	McMillan Wm
Luedinghaus Geo F	McCosh Frank S	McMurray Margaret
Lueken D H	McCosh Dr Geo E	McNamara J H
Lyle Alice W	McDonald Charles	McNern Dominick
Lyle Mrs M D	McDonald Edw	McPheeters Dr Wm M
Lyman Louis	McDonald Mrs R A	McPherson Jno G
Lynch Anna	McDonough Edw L	Mace Benj
Lynch Chas	McDowell Ella	Mack Lillie
Lynch Ellen J	McDowell Dr J J	Mackay Wm
Lynch Emma C	McDowell Lewis H	Madeira Carrie D
Lynch Henry	McElwain Sophia	Maginnis Jas C
Lynch Julia	McEntire Jos H	Maguire Jas D
Lynch Michael	McFadden Kate	Mahany Jos
Lynch Thos B	McFall Mrs Jno	Maids Chas
Lyon Asa N	McGarrah Mrs Gates	Mallinckrodt Delia L
Lyon Louis	McGinnis Chas	Mallinckrodt Jas F
Lyon Nelson	McGinnis Maggie	Malloy Thos
Lyons Patrick	McGintie Edw	Malona Thos
McAnally D R jr	McGintie Jennie J	Mangels Henry
McAuliff F D	McGloin Mary	Manny Florence
McAuliff J D	McGovern Jas	Manning Louis W
Macbeth Eugene	McGowan Mary J	Manning Patrick
McBrine Ada	McGrath Mary E	Mansdorf Thos F
McBrine Sarah A	McHose Ellen	Mansfield Lizzie
McBurney Charlotte M	McIlvaine Ella V	Mansfield Mrs Lulu
McBurney Henry	McIlvaine Mary	Marburg Minnie J
McCahill Philip	McKay Robert J	Mardorf Theo
McCartin Daniel	McKee Jas	Mae Jno
McCartney Matilda	McKenna Jno F	Markham Geo D
McCarty Charles	McKenzie Agnes M	Markham W H
McCash Jane	McKenzie Edwin	Marks Jac C
McCauly Peter	McKinley Chas G	Marks Marcus
McCleane Agnes	McKinney Bertha	Marks Wm D
McCleane Chas	McKittrick Ad McM	Marlow Octavia E
McCleane Roderich	McKittrick Geo H	Marlow Wm
McClure Gilbert	McLaughlin Miss M	Marquard Jno H
McClure Dr J S	McLaughlin W J	Marron Mary A
McClure Margaret A	McLean Agnes	Marsh Francis
McClure Rachel	McLean Annie	Marsh Frank
McCormick Andrew	McLean Chas	Marsh Geo

Marsahl Albert K	Meder Edw D	Middleton Clara
Marshall Dr Alexander	Meers Henry	Mielert Jno F
Marschutz Albert	Mees Henry	Mierson Max
Martin Andrew H	Meico A	Miles Minnie
Martin Chas	Meier Adolphus	Millan Wm
Martin Dr C S	Meier E D	Miller Alfred K
Martin Dr M	Meier Henry	Miller A P
Martin Robt	Meier Jno W	Miller Mrs Anna R
Martin Thos C	Meininger Lena	Miller Chas, J
Marting J A	Meiser Geo W	Miller Clara R
Marx Benj F	Mendell Harry	Miller D
Maschmeyer Jno F	Menkins Virginia J	Miller Daniel
Mason Helen M	Menown Eliza	Miller Henrietta
Mason Paris H Jr	Mephram Geo S	Miller Jno G
Massey Frank	Mephram H W	Miller L Cass
Massie Fannie	Mermod Alice	Miller M W
Massott J W	Merrill M E	Miller Wm
Masterson Thos	Merrell Hubert S	Mills Erba V
Matthews Mrs Mary	Mertz Herman	Mills Esther
Mathias Oscar W	Merwin Jas B	Mills J E
Mattack Albert	Mester Cicero J	Mills Mrs Wilda
Mattack Mrs Alb	Metcalf Lyne	Mincke Minnie
Matlack Mrs Earl	Meyer Adolph	Minckler Mrs J A
Matlack Jno C	Meyer Alb H	Minges A J
Mattheis Fred	Meyer Amalie	Minor Mrs Francis
Matthews Mrs E W	Meyer Anna	Minor Paul H
Matthews Fannie L	Meyer Anna C	Mischlich G W
Matthews Mrs Mary E	Meyer August	Misner Frank L
Mattison W A	Meyer C F	Mitchell Edward
Mattox Walter E	Meyer Ellen	Mitchell John M A
Mauch Chas	Meyer Henry L	Mitchell J F
Mauch Wm	Meyer Victoria	Mitchell Mrs J W
Maughs Dr G M B	Meyers Katie R	Mitchell Lucy A
Maupin Alex	Meyersick Henry C	Mitchell S A
Maurice Alb B	Meylor Jas J	Mitchell Webster L
Maurice Mary S	Maysenberg T A	Mitchell Wm J
Maurice Wm H	Michel Adrien	Mockler Thos
Mayger Dr John	Michel Amelia E	Moechel Louis
Mayger Jno Jr	Michel Dr Chas	Moeller C C H
Meagher Patrick J	Michel Victor	Moerschel Elizabeth
Meany Jno J	Michell H W	Moffett Annie
Meary Jno	Michener Horace	Moffett J Calvin

Moffett Thos J	Moses Dr. S G	Nelson Adolph F
Moffit John S	Moskop Peter	Nelson Edwin M
Moll Geo H	Mott Isabel S	Nelson Fannie U
Moller Frank	Motz Geo	Nelson H A
Moller John H	Moulton Julius	Nelson Helen Maria
Mollincott R	Moyton Frank	Nelson W S
Moloney James	Moylar Lehigh	Neuer Emilie S
Mols Francis	Mudd Dr H H	Neuhaus Wm
Molyneaux Wm	Mudd H T	Neumeister Elise
Monteith John	Mudd Lulu C	Neure Wm
Montgomery Dr E	Mudge Chas E	Neusel Alexander
Montgomery James W	Muegge Annie	Neustaedter Jno A
Montgomery Robt A	Muehlemann Morris	Newland Dr H
Moody W A	Mueller Amelia	Newman Dr S T
Mook Mary A	Mueller Chas L	Newmark Augusta
Moore Geo R	Mueller Henry	Newmark Maurice A
Moore James B	Mueller Pauline	Newton Agnes
Moore John A	Mulford Minnie	Nichols Mrs Austin
Moore Dr J S	Mullen W P	Nichols Lizzie M
Moore May C	Mullhall Jos	Nicholson David
Moore Milton J	Munson Samuel B	Nicholson Jas
Moore Philip N	Murdoch J J	Nicholson Jno C
Moore Robt	Murdoch Chas H	Nickels J Geo
Moore Thos	Murphy Edward P	Nickerson Louis
Morawski Robt	Murphy Geo T	Nidelet Dr J C
More Enoch A jr	Murphy M J	Niehaus Albert F
More James B	Murray Henry R	Niehaus Edw H
Morean Clara V	Murray Mary	Niehaus Dr Wm
Morgan Horace H	Murray Mary D	Nieman August
Morgens Mary	Murray Thos J	Niemann Edw
Morgenthaler Chas N	Musick Louisa Virginia	Niemann Henry
Morgenthaler John W	Myers Emma A	Niemeyer Henry
Moriarty Stephen	Myers Nat	Nies J H
Moritz Chas	Mynders Arnold H	Nieters Laura F
Morley James H	Nacke Anthony	Niggemann Alb
Morrison Dr A W	Nagel Chas	Nixon Ida B
Morrison Jennie S	Nagel Dr H T	Noa Alwina
Mortimer Katie	Nash Thos	Noee Henry
Montland Geo C	Nason Elizabeth L	Noel Alex H
Mortland John K	Nathan Edward	Nohl Louisa
Morton J A	Neilson Lilian	Nohl Mary
Moser Frank	Neilson Mrs Mary	Nollan Louis G

Nolte Fred Wm	Osann Dr Gustav	Parvin Nell
Nolte Wm J	Osborn E F	Pasquier A
Norris Jno T	Osborn Fannie V	Passmore W J
Nourse Walter N	Osborn Geo B	Patterson J M
Nouree Warren G	Osborn G W	Patterson Lillie M
Nowlin Belinda E	Osterhorn Chas	Patterson Mamie A
Nowlin M Anna	Osterhorn Chas G	Pauly Jno W
Noyes Isabel H	Osterhorn Robt	Peacock Eber
Nuernberger Philip	Oswald Jos	Pearce Albert F
Nulsen Anton J	O'Toole Edw F	Pearman Mrs Mary
Nutt Jos	Ouhrabka Lewis	Pearson Alvin L
Oaslow Geo	Outley Jos J	Peck Edw B
Obear Bryan	Overstolz Hon Henry	Peckham Catherine
Obear Frank	Oves Carrie S	Peckham Minnie
Obear Henry G	Oves Wm A	Peebles Jessie D
Obermeyer Emma	Owens Bernard	Pennell C S
Obert Jno Chas	Pachall Mrs J V	Penrose C B
O'Brien David	Packard Fred H	Peper Chas
O'Brien Edw	Page Helen A	Peper F C
O'Brien Frank	Page Lewis	Perry Cora.
O'Brien Jno	Page Paul E	Perry Ella C
O'Brien Dr R H	Pallen Dr M M	Perry Jno R
O'Brien Thos H	Papin Dr T L	Perry Lulu
O'Connell Jno W	Pardee Blanche	Peter Margaretta
O'Connor Minnie	Faris Louis A	Peterkin Jennie
O'Donnell Mrs Loraine A	Park Matthew	Peters Milton C
O'Donnell Mary C	Parker Geo T	Peterson Lizzie A
Oeters Louise	Parker Henry S	Peterson Peter
Oeters Otto	Parker Mary	Pettes Emily P
O'Gallagher Jas	Parker Mattie	Pettus Jos M
Ohlhausen Mary	Parkhurst Elizabeth	Pezolt Geo Edw
O'Keefe Jno W	Parkhurst Libbie	Pezolt L
Oliphant Dr R W	Parks Eliza	Pezolt Lawrence jr
O'Neill Jno	Parks R M	Pfeffer Jno B
O'Neill Jno J	Parrish Dr J G	Pfeifer Chas
O'Neill Mary G	Parsons Agnes	Pfeifer Chris
Oney Wm F	Parsons H	Phelan M H
Ordes Henrietta S	Parsons Wm	Phelps Julia R
Ordes Julia C	Partenheimer F	Phillippi Jno A
O'Reilly Andrew J G	Partridge Alice A	Phillips Mrs L C
O'Reilly Dr Robt J	Partridge C C	Phillips Marie E
Ortmann Henry	Partridge Geo	Picker Fred W

Pickles Louis R	Post T M	Rantlett Seth A
Pierce J C	Potter Alice M	Rapp George
Pierce Lucy D	Potter D T	Rascher Herman
Pierrot Geo	Potter Wm	Rassieur Leo
Piggott J J	Powell R Ward	Rathburn Miss A H
Pike Sherman B	Powers Dr E M	Ratican James
Pilcher Wm J	Powers Mary	Ray Amanda J
Pilkington E	Powitzky F	Raymond Edwin
Pils Herman	Prack Jno H	Raymond Harvey G
Pim Dr L T	Prack Lizzie	Raynor Nicoll
Pine J A W	Pratt Wm R	Raynor Wm E
Pinkerton Robt.	Prescott Lydia A	Rea Amanda J
Pirtle Dr J T	Prewitt Dr T F	Rea Geo H
Pitcher Katie G	Price Celsius	Ready Thos C
Pitts Herman	Priesmeyer Henry Wm	Rebstock Wm
Pitts Frank W	Prince Dr L F	Redfield Rollo R
Plant Samuel	Pritchard Clara A	Reed Alvin D
Plass Fannie	Pritchard Maggie	Reed Mrs Hope
Platt Annie C	Pritchard Wm H	Reese Thos
Platt C R	Pritchard Willis R	Reese Wm
Platt Geo H	Procter Mathias	Rehbein Alwine
Platt Helen C	Proctor Mary	Reid Hugh
Platt Jennie	Provenchere Eulalie	Reifenstahl Geo H
Platt J L	Puellman Adolph	Reilly Dr Robt J
Pleitner Henry	Puellmann Louis	Reinhardt Otto
Pohl Chas A	Puff Fred	Reiss Alice G
Pollak Dr G	Puff Geo	Reiss Dr Chas
Pollmann Dr L P	Pugh Frank	Reiss Katie
Pommer W H	Pullis Wm W	Relsoe Wm A
Poorman Jane B	Purdy Geo W	Reps Louis
Pope Wm	Putnam Lafayette jr	Reps Otto
Pope W S	Putnam Orrin	Reps Wm
Porter Chas W	Quarles Dr R A	Reutlinger Chas A
Porter C L	Rabe J H	Revington Louise J
Porter Frank W	Raboteau John	Rhoads A A
Porter Jas W	Radcliff Harriet	Rice Edward P
Porter Dr W	Radcliff Mary	Rice Eliza S
Porter Willie T	Radford Wm	Rice James
Portman Wm	Raeder F Wm	Rice Martha E
Post Louis W	Raffety Mary L	Richard Auguste
Post Martin Hayward	Rahling Fred	Richardson A D
Post T A	Randle Thos	Richardson Edgar L

Richardson J	Rombauer R E	Ryan F K
Richardson James jr	Rombauer R J	Ryan Hon Jno
Richardson J C	Romer Francis J H	Ryan J A
Richardson Laura	Roach Matilda	Ryan J N
Richardson Mrs L S	Rooney Michael M	Ryan Jos
Richardson Mary D	Roos Emma	Ryan Wm M
Richeson Thos	Roper Samuel	Sachleben Fred
Richmond Mrs Rollin	Rose Dr Edward	Sachleben Henry G
Richter H	Rose W H D	Sadler Wm H
Reid Hugh	Rosebrough Chas A	Saettie Julius
Riley C V	Rosenbaum Louis	Sagehorn Geo
Ringe Mrs P H	Rosenfield Edw I	Sailor Mary G
Ringeling Frank	Rosenfield Joshua	St James Annie
Ringen Louisa K	Rosenfield Louis	Samuel Matilda
Ringling Clara	Rosenfield Zerlina	Sanborn Cornelia W
Ripley Herman A	Rosenstengel Wm H	Sanders Mrs G W
Ritchey L S	Ross Lucy R	Sanders Lizzie
Ritchey Sanford S	Ross Wm	Sanford Chas Wm
Ritchie Dora	Rossey Emma	Sanford H
Rittenhouse Laura	Roth Addine A	Sargent Fenora W
Robbins Chas F	Rothenbach Jacob	Sausenthaler Mrs P
Robbins Eugene	Rowe Lily	Savitz Jas
Roberts Mrs W H	Rowe Susie K	Saxton Ed
Robinson Mrs A C	Rowe Wm S	Saxton Mary
Robinson Kate	Roworth Jno F	Saxton S E
Robinson Sarah	Rowse Ann Eliza	Saxton Mrs S H
Robyn Jennie	Rowse Edwin P	Scales Wm J
Robyn Louise	Rozier Fred F jr	Scammell H B
Robyn Paul	Rucker Geo F	Scarritt Chas H
Rodan Mary F	Rueckert Jno	Schaberg Geo W
Rodgers Thos B	Rule A Scott	Schade Fred
Roehrig Chas	Rule Edna	Schaefer Jacob W
Roesch Christ	Rumbold Dr T F	Schaefer Wm
Roesch Henry	Runde Herman	Schaeggs Amy C V
Roesli Jos	Runder W J	Schaffer Abby
Roetter Lydia P	Runge Frank	Schallert Jno J
Roever Mary	Russell Chas S	Schaper Wm C
Rogers C S	Russell Josephine	Scharr Geo
Rogers John	Rutherford Melinda S	Schaub Henry
Rogers Mrs J M	Rutter Maria M	Scheid Philip
Rogers Peter W	Rutter Wm A	Scherer Louis
Rohan Philip	Ryan Anna M	Scherer Martin



Scherr Fannie K	Schwarz Julius	Shaw Mrs Geo W
Schild Lizzie	Schweickhardt Henry	Shaw Jno M
Schiller Jos P	Scollay Jas	Shaw Mary Jane
Schluster Ernst	Scott Eddie	Shaw Samuel E
Schluster Fritz	Scott Ella M	Sheahan W S
Schmidt Adolph E	Scott Jas B	Sheahn Wm
Schmidt Louis	Scott Jas Edw	Sheble Geo H
Schmidt Rudolph	Scott Dr Jas M	Sheehey Chas
Schmieder Jos	Scott John H	Shehen Will
Schmieder Reinhart	Scott Lorenzo	Shelton John G
Schmiedeskamp Henry	Scott Montezuma	Shepard Rose Annie
Schmiedt Ad F	Scott Poston	Sherrick Tillia
Schmitt Edmund	Scott Dr Thos	Shickle Fred
Schmitt J F	Scott Warwick	Shields Miss A M
Schmitt Julius	Scully Jno J	Shields Matthew
Schmitt Minnie	Seager Fred W	Shinkle Ada
Schmittgens August	Seaton Henry	Shirley Ellen
Schneider Bertha	Seaver Mary B	Shobe Edwin H F
Schnell Henry	Sebastian Clara A	Shockey Henry C S
Schnell I R	Seely Wm A	Shokey John W
Schnell Louis	Seever Wm	Shultz Wm
Schnitker Geo	Seibert Chas	Shumate John L
Schurmacher Benj	Seidlitz Emily M	Siebert Geo
Schoenweiss Wm	Seimer Geo	Sieg Gustav G
Schreiber Minnie	Semple Jas P	Sickermann H
Schreiber Wm J	Sennewald Emil A	Sies Clothilde
Schroback Alb A	Sessinghaus G	Siesle John R
Schroeder Aug	Severin Chas A	Silverburg Samuel
Schroeder Henry	Severin Gustav A	Simmonds Eva G
Schroell Francis	Severin Herman	Simmons Emma P
Schueter Fred J	Severin Robt	Simmons Miriam
Schulbacker L P	Severson Mrs A E	Simonds Mrs John
Schulenburg C L	Severson K	Simons John
Schulenburg Edw	Sexton Jno	Simpkins M Louise
Schulenburg Louis C	Seymour Lizzie	Sinclair Allen
Schultz Wm	Seyton Henry G	Sinclair Clarence A
Schum Franklin	Shackford Fannie	Singer Wm
Schumacher B E	Shade Ella D	Singleton B Tully
Schwacheim Wm	Shafer Helen A	Siperly Edward
Schwane Mary	Shands Wm W	Skeele Edwin A
Schwane Henry	Shaw Anna A	Skillman Georgie E
Schwarz E mil	Shaw Dr A B	Skillman Hannah J

Skinner Rosanna	Snell Orlando C	Starkloff Dr Hugo M
Skrainka Clara	Snider Denton J	Starr Edw M
Skrainka Laura	Snow M S	Stanch Mary
Skrainka Louis	Snyder Wm	Stauf Conrad
Skutach David	Sokop Emma	Stansebach Henry
Sleeper Adelia E	Soldan Louis	Steedman Dr I G W
Small Wm	Sommerich John	Steel Annie
Smith Alex H	Sommers Matilda	Steele Dr A J
Smith Arden W	Spahn Chas	Stege John
Smith B Carroll	Spargo John W	Stein Chas
Smith C A	Spick Laura	Stein Christian
Smith Eleoneus	Spellman John	Stein Gustav A
Smith Elizabeth	Spencer Eliza H	Steinberg Louis
Smith Mrs E B	Spencer Dr H N	Steiner Bertha
Smith Dr E F	Spencer Sherman	Steiner Chas
Smith Ferdinand	Spencer Mrs Wm	Steininger Geo E
Smith Henry W	Sperring Henry John	Steinruecker Theo
Smith Hunter P	Spiegelhalter Dr J	Stellern John
Smith Irwin Z	Spickermann Edward	Stephens Emily
Smith Jos W	Spielman Thos S	Stephens H W
Smith Josephine	Spies Louis	Stephens Mary Ann
Smith Leander J	Spindler Thos	Stephens Sallie A
Smith L Wm	Spinning Merrett	Stephens W
Smith Mack T	Spinzig Dr C	Stern Gussie
Smith Mary A	Springmeier G A	Stern Meyer
Smith May A	Sproull Anna O	Stern Mina
Smith Sarah	Sproull Gilbert M	Stevens Addie
Smith Stephen	Spooull Jennie T	Stevens Chas D
Smith S M	Squire Eugene C H	Stevens C W
Smith S Prentiss	Squires Mary E	Stevens Geo L
Smith Thaddeus S	Stagg Minnie P	Stevens Mary
Smith Thos	Stamps Carrie C	Stevens Mary E
Smith Walter	Stanard E O	Stevens Mary J
Smith Wm	Stankowsky Frank	Stevens Wm
Smithers Ada M	Stanley Henry	Stevenson Jno C H
Smithers Belle	Stannard Jos H	Stevenson Virginia E
Smithers Edwin P	Stanton James J	Stevenson Walter
Smithers John A	Staples Ella L	Steward Jno McD
Smithers M L	Staples Mrs L E	Stewart Annie G
Smithers R	Staps Carrie C	Stewart Isabella M
Smullen Daniel	Stark Eliza A	Stewart Miss Missouri
Sneed Samuel E	Stark Solon	Stewart Wm S

Siensmeyer Louis C	Taate Joanna	Teuteberg Mrs L W
Smith J W	Tacke Henry	Teuteberg Mrs Matilda
Stock Philip	Tallman Henry M	Thamer Eugenia F
Stockton Jas E	Tamm Theodore	Thiebes Arthur
Stocker Louise	Tandy Dr D C jr	Thiele Geo H
Stone Lily L	Tanner Andrew	Thomas Edw A
Stook Louis J	Tanner Chas J	Thomas Geo G
Stotlemeyer Geo B	Tansey Jno P	Thomas Jacob P
Stover Emanuel	Tappen Laura	Thomas Pauline
Strader Jno	Tartbeaux Hiram F	Thompson Almon B
Strathmann Ed	Tatum Jos T	Thompson Alonzo
Strans Benj	Taubold Henry	Thompson A Lea
Stremmel P	Tausig A	Thompson Ellmer E
Strothotte Dr Arnold	Tausig Adolph	Thompson Hattie J
Stuart Hans	Tausig Alfred	Thompson Hugh M
Stackhov G	Tausig August	Thompson Isabella J
Studley R P	Tausig Benj	Thompson Jas M
Stumpf Fred	Tausig Chas S	Thompson Mrs Mary
Stumpf Gustavus	Tausig Clara	Thompson West T
Stumpf Herman	Tausig Frank	Tomson Alex J
Stumpf Jno G	Tausig Henry	Thorhauser Chas T
Stumpf Laura	Tausig Jas	Thornburgh Fannie
Stumpf Lena	Tausig Jane	Thornburgh Robt D
Stupp Geo	Tausig Jennie	Thornburg Sallie L
Sturges Mrs W H	Tausig Leonore	Thornton Jno F
Stusselt Henry	Tausig Louis	Thorpe Edwin R
Subit Alice	Tausig Rosa	Ticknor Miron
Sudholter Wm	Tausig Walter	Tiernan J R
Suebbering Jno F	Taylor Dr G	Tierney Wm
Suess Wm	Taylor G R	Tiffany Jno K
Sullivan Jas	Taylor Kate	Tittmann Harold S
Sumner Lilie H	Taylor Laura	Tittmann Henry T
Sumrall Dr Geo	Taylor Nettie P	Todd Albert
Surkamp Harry	Taylor Rebecca	Todd Dr C
Sutherland Frank	Taylor Wm E	Todd Elizabeth
Sutter Adolph	Teasdale Thos B	Todd Saml A
Sutton A J	Tebbe Helen A	Tomforde Mina
Sutton Mrs E B	Teernon Maggie E	Tomkins Jno H
Swain Mrs Helen	Temple Henry	Tooke Fannie
Swander Dr R Morris	Terry Mrs Eliz H	Tooker Addie
Sweeney Bernard R	Teuteberg Anna	Tooker Miss A
Sylvester Wm	Teuteberg Louis W	Tooker Chas W

Tooney Patrick J	Vollmer Frank	Wash Benj S
Tower Abbie L	Von-der-Au Amanda	Wash Medora
Tower Fannie E	Von-der-Au Chas	Wash Milton H
Tower Geo F	Voorhies Cornelia	Washington Dr J R
Trask Walter H	Voorhies Sarah E	Waterman Sherman J
Treat Samuel	Voss Sophia	Waters Emeretta A
Trebus Chas J	Vossler Edw	Waters Fannie
Tredinnich Jas	Wachtel Fannie	Waters Lillian
Trinkhaus Geo	Watchtel Max	Waters Mary J
Trinkhouse Jno	Wade Annie	Waters Rosalie
Trinkhouse Louis	Waechter Henry	Watkins Leonard K
Tschudi Minnie G	Wagner Geo	Watson Agnes
Tucker C L	Wahl Josephine	Watson Mary J
Tuemler Henry L	Wahlert Henry A	Watson S J
Turner Mrs S K	Wahlert Jennie	Watts Frank
Tyler Geo G	Wahlert Maurice E	Watts Wm M
Ude Henry	Walbridge Jeannie	Waugh Alice G
Uhde Henry	Wall Annie	Waugh Lizzie
Uhlmann C Th	Wall Carrie	Webber Mrs Josie
Ulrich E	Wall Dr Otto A	Weber Wm
Umbach Paul	Wallace Margaret T	Webster Lily
Upmeyer Edw W	Wallace Martha M	Weekly Thomas
Ure Wm	Wallace Mary M	Wehrkamp H
Urian Sarah E	Walls Martha A	Weigel Eugene F
Usher J Fred	Walsh Edmund P	Weigel Jno
Vahlkamp H F	Walsh Jas A	Weigel Philip
Vail Chas	Wamsganz Ida	Weigel Dr Philip
Valle Mary	Wansong Frank	Weigle Jos
Valette Chas A	Ward Ella	Weil Miss E
Valette-Julia A	Ward Josiah M	Weinburg Morris
Vance Mary	Ware Carrie C	Weiss Oscar
Vandewater Mrs E	Ware Dr Chas A	Welcker Armand
VanGraafeland Anna	Ware M E	Welcker Robt E
VanGraafeland Rudolph	Warne Jas G	Welge Edw A
Vastine Sarah R	Warne Julia L	Welge Theo
Verdin Josephine	Warner Ida	Welkener Henry
Vickroy T R	Warner Morris R	Welles Wm D
Vierling Wm	Warner Sarah	Welles Erasmus
Vitrey Aug P	Warren Daniel	Wells Mary E
Voerster Dr Engelbert	Warren Edward	Wemhoener H
Volberg Ida	Warren Mrs Jno	Wenzlick Albert

Werthern Lydia Von	Wilber Hannah	Wood Elizabeth
Weesler Dr F W	Wilcox Alden G	Wood Henry A
West Mary J	Wilbex Emma E	Wood Horatio
Westermann Alf O	Wilcox Roxa	Wood Mary E
Weston Mrs N E	Wilkins Mrs M A	Wood Wm H
Weston Sarah E	Wilkinson Geo F	Woodburn Ida M
Weyl Katie L	Williams Addine A	Woodruff Ferd C
Wharton Alfred O	Williams Dr A D	Woodruff Ida F
Whedon Jennie L	Williams Chas	Woods Truman S
Wherry A G	Williams Chas H	Woods Sarah R
White Edgar	Williams Emma	Woodson Silas
White Francis B	Williams Frank F	Woodward C H
White Hattie L	Williams John J	Workwark Edward K
White enry C	Williams Mary A	Woodward Helen E
White Jessie E	Williams Mary L	Woolfolk Mattie L
White Martha	Willing M	Worthley Jennie P
Whitehill Dr C J	Willis C W	Wotke Emma
Whitehill Thos H	Wills Mrs A L	Wray Richard
Whitelaw Geo P	Wilson John Wm	Wright D T
Whitelaw Jas W	Wilson Lillie G	Wright Fidelia H
Whitely Alex A	Wilson Rachel B	Wright Henry H
Whitely Annie A	Wilson Wm C	Wright Jos P
Whitely Evelyn A	Winkelmann R H	Wright Millie
Whitely Thos	Winter Amelia C	Wright Norman
Whiteside Robt H	Wischmeyer Henry C	Wuerpel Adelheid
Whitman Mary A	Wise Wm	Wulfing Max
Whitman T J	Wislizenus Dr A	Wurdemann Gust A
Whitmore C E	Wisser John Phil	Yaeger C H F
Whitmore Fred M	Witte Robt F	Yarnall Dr Mora
Whitmore H R	Woehrle Otto	Yates Sallie M
Whitney Francis	Woehrheide H H	Yonge Alex
Whitney Henry G	Woerner Ella	Yost Geo R
Whittaker Ella	Woerner Rosa	Yost Horace
Whittaker Jas	Wolcott Herb S	Young Alex
Whittaker Jno	Wolf Edward R	Young Alice M
Whittle Frank	Wolf John	Young A P jr
Whickenden Matilda A	Wilfe Annie J	Young Chas
Wickersham W R	Wolff C D	Young Edw
Wiemann Henry	Wolff E	Young Emily
Wiggenhorn Agnes	Wolff Edward B	Young Wm D
Wiggenhorn Lavinia	Wolfner Joseph	Youngblood Dr J M

Zane Hy G

Zeppenfeld Phil

Ziegler Mrs Th

Zietz Fred

Zimlick Edw

Zimmermann Sarah E

Ziock Wm

Zisemann Ernst

Zisemann Fannie

Zitko Chas

Zobel Bertha

Zoellner Louis

Zumbalen Jos



## THE EVENING SCHOOLS.

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The enrollment in the Evening Schools the past winter shows a decrease of thirty-three from that of the previous winter.

### AGES OF PUPILS.

Number enrolled who were—

12 years old.....	574
13 " ".....	644
14 " ".....	860
15 " ".....	813
16 " ".....	656
17 " ".....	437
18 " ".....	353
19 " ".....	169
20 " ".....	99
21 " ".....	99
22 " ".....	57
23 " ".....	51
24 and over.....	428
Total.....	5240
Average age.....	16



Of those aged twenty-four years and upwards, I find that 213 out of the 428 were enrolled in the colored Evening Schools.

A special school for adults was opened in the Bates School building as an experiment. It had been held that many illiterate adults who would receive great benefit from the Evening Schools, were kept away from unwillingness to submit to the mortification of exhibiting their ignorance in the presence of boys of twelve or thirteen years. The entire enrollment of this school was eighty-three, of whom

16 were.....	18 years old.
18 " .....	19 " "
4 " .....	20 " "
8 " .....	21 " "
4 " .....	22 " "
2 " .....	23 " "
31 " .....	24 years and upwards.

Of the pupils attending the O'Fallon Polytechnic Institute or High Evening School :

2 were.....	13 years old.
9 " .....	14 " "
25 " .....	15 " "
45 " .....	16 " "
30 " .....	17 " "
43 " .....	18 " "
28 " .....	19 " "
9 " .....	20 " "
14 " .....	21 " "
2 " .....	22 " "
4 " .....	23 " "
22 " .....	24 years and upwards.

## OCCUPATION OF PUPILS IN EVENING SCHOOLS 1876-'77.

Apprentices .....	61	Harness makers .....	14
Bakers .....	35	Hucksters .....	24
Barbers .....	11	Iron workers .....	64
Barkeepers .....	29	Jewelers .....	28
Basket makers .....	5	Laborers .....	404
Blacksmiths .....	52	Machinists .....	95
Book binders .....	17	Manufacturers .....	102
Box makers .....	11	Masons .....	27
Brick layers .....	25	Mechanics .....	216
Brush makers .....	14	Millers .....	21
Butchers .....	39	Moulders .....	52
Cabinet makers .....	38	News carriers .....	39
Carpenters .....	119	Office boys .....	93
Carriage makers .....	16	Painters .....	108
Candy makers .....	24	Photographers .....	15
Cash boys .....	126	Plasterers .....	18
Cigar makers .....	106	Plumbers .....	30
Clerks .....	333	Porters .....	33
Coppersmiths .....	2	Printers .....	120
Dentists .....	3	Saddlers .....	23
Druggists .....	16	Shoe makers .....	48
Engineers .....	9	Store boys .....	55
Engravers .....	10	Tailors .....	51
Errand boys .....	237	Teamsters .....	166
Factory boys .....	342	Tinners .....	61
Finishers .....	17	Tobacconists .....	99
Foundry men .....	43	Trunk makers .....	6
Gas fitters .....	8	Waiters .....	12
German day schools .....	14	Whiteners .....	13
Glass workers .....	88	Miscellaneous .....	476
Grocers .....	33	Total .....	4525

*Females*

Dress makers .....	32	Saleswomen .....	15
House girls .....	238	Seamstresses .....	44
Laundresses .....	140	Miscellaneous .....	213
Milliners .....	8		
Nurses .....	25	Total .....	715
Total males .....			4525
Total females .....			715
Grand total .....			5240

Upon comparison of the table of occupations of the pupils of the Evening Schools enrolled the past winter, with those enrolled the year before, it is found that there is an increase in the number of bakers, barkeepers, brush makers, cabinet makers, candy makers, cash boys, clerks, druggists, errand boys, factory boys, finishers, foundry men, glass workers, grocers, iron workers, jewelers, machinists, mechanics, moulders, news carriers, photographers, porters, saddlers, tailors, tobacconists and waiters.

## BIRTH-PLACE OF PUPILS.

St Louis.....	3,008
Missouri, (outside of St. Louis,).....	440
New England States.....	41
Middle States.....	147
Southern States.....	224
Tennessee and Arkansas .....	65
Kentucky.....	66
Ohio.....	99
Michigan and Indiana.....	36
Illinois.....	220
Wisconsin and Minnesota.....	19
Iowa.....	40
Other Western States and Territories.....	29
British America.....	28
Great Britain.....	88
Ireland .....	74
German States.....	408
Other European States.....	115
Unknown.....	97
Total.....	5,240

There is no change in these statistics that needs comment.

## ATTENDANCE OF PUPILS.

Attended 80 nights.....	22
" 72-80 nights.....	63
" 64-72 " .....	15
" 64 nights.....	202
" 60-64 nights.....	654
" 50-60 " .....	462
" 40-50 " .....	447
" 30-40 " .....	506
" 20-30 " .....	602
" 10-20 " .....	901
" less than 10 nights.....	1,366
Total.....	5,240

Average number belonging.....	2,844
Nightly attendance... ..	2,421
Per cent. of attendance.....	85
Average number of pupils to each teacher .....	24
Average number teachers.....	118

Divided by race the number was as follows :

White.....	4,758
Colored.....	482
Total.....	5,240

## EXPENSES IN DETAIL.

EVENING SCHOOLS.	Teachers Salaries.	Supplies.	Janitors Salaries.	Grand Total.
Institute .....	\$1,473 75	\$8 97	\$60 00	\$1,542 72
Benton.....	1,175 00	6 70	64 00	1,245 70
Blow.....	380 00	2 18	20 00	402 18
Carondelet.....	629 60	6 67	32 00	668 27
Carr Lane.....	1,077 50	9 01	52 00	1,138 51
Carroll.....	840 05	39 62	40 00	919 67
Clay.....	931 40	5 68	48 00	985 08
Everett.....	1,100 05	14 92	56 00	1,170 97
Adult.....	302 50	2 14	20 00	324 64
Humboldt.....	1,016 60	4 81	48 00	1,069 41
Jefferson.....	975 90	4 21	48 00	1,028 11
Laclede.....	490 45	3 60	25 00	519 05
Lafayette.....	958 70	3 81	48 00	1,010 51
Lyon.....	397 05	7 15	20 00	424 20
Madison.....	1,150 70	2 74	56 00	1,209 44
O'Fallon.....	1,295 25	9 20	48 00	1,352 45
Pope.....	777 40	4 72	36 00	818 12
Shepard.....	368 65	3 66	25 00	397 31
Webster.....	1,472 50	8 02	64 00	1,544 52
Sumner.....	460 00	37 32	20 00	517 32
No. 2.....	330 00	1 48	20 00	351 48
No. 4.....	448 00	6 37	20 00	474 37
No. 5.....	330 00	12 15	20 00	362 15
No. 6.....	200 00	2 52	10 00	212 52
Total.....	18,581 05	207 65	900 00	\$19,688 70

## COMPARATIVE STATISTICS.

YEARS.	Number of Schools.	Number of Teachers	No. of Pup'ls Enrolled.			Av. No. Belonging.	Av. No. Attending	Per'ct of Attendance.	Av. No. Belonging to each Teacher.	Entire cost of Evening Schools.	Av. Cost per Pupil.	Average Age.
			Boys.	Girls.	Total.							
1859-60 .....	5	14	777	84	861	536	460	85	39	2,041 00	3 80	18
1860-61 .....	5	17	1027	122	1149	618	556	89	36	2,621 00	4 24	18
1862-63 .....	4	12	726	106	832	416	346	83	35	1,624 00	3 90	17
1863-64 .....	5	18	869	152	1021	514	431	79	28	2,220 00	3 57	16
1864-65 .....	6	23	1177	294	1471	781	688	86	34	3,610 00	4 62	15
1865-66 .....	8	32	1372	300	1672	861	751	86	25	5,450 00	6 56	15 1/2
1866-67 .....	8	30	1364	189	1553	887	773	87	28	5,500 00	6 20	16
1867-68 .....	12	43	1936	198	2134	1191	1075	90	28	7,621 00	6 40	17
1868-69 .....	12	46	2324	204	2528	1402	1259	90	30	8,713 25	6 21	17
1869-70 .....	11	42	2253	211	2464	1247	1081	87	30	8,450 96	6 77	16
1870-71 .....	16	63	2908	707	3615	2055	1773	86	33	11,696 95	5 69	17
1871-72 .....	17	80	3425	712	4137	2290	1996	87	29	15,718 30	6 86	16
1872-73 .....	17	81	3417	554	3971	2016	1711	85	25	14,413 90	7 15	16
1873-74 .....	22	110	4867	710	5577	3126	2662	85	28	17,983 05	5 75	16
1874-75 .....	21	115	4999	752	5751	3070	2644	86	27	19,841 07	6 46	16
1875-76 .....	24	117	4623	650	5273	2817	2368	84	24	19,189 48	6 81	16
1876-77 .....	24	118	4525	715	5240	2844	2421	85	24	19,688 70	6 92	16

## GERMAN-ENGLISH INSTRUCTION.

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As early as 1843 the Germans in the southern part of the city petitioned the School Board to establish schools wherein both German and English should be taught. The cost of the Benton school house, then recently completed, had so involved the Board in debt that it was obliged to charge a tuition fee of \$10 per annum in order to support the schools. This tuition fee was abolished after five years. The School Board, however, on the occasion here referred to, declined the petition on the ground that the State school law interdicted the establishment of any schools except such as taught the English language exclusively. Similar petitions were presented from time to time for many years, but were not received favorably until 1864, when the Board adopted unanimously a resolution introducing German into five schools. The study was made elective and 450 pupils took up the new branch in addition to their other studies, the first year. In the year ending July, 1866, seven schools had German-English classes; the Shepard, Charless, Lafayette, Madison, Clark, Carr and Clay schools, and 710 pupils joined German classes. Mr. Francis Berg was made assistant superintendent for the German department. Regulations were adopted looking to the further introduction of German instruction into all schools having one hundred or more German speaking pupils whose parents petitioned for such

introduction. It was required that all teachers of German should be proficient in English. Instruction in German was not to commence until after the German pupils had learned to read in the second English reader, and until Anglo-American pupils had learned to read in the Fourth reader (*i. e.* had completed four years of school work and were well advanced in arithmetic and geography and prepared to begin the study of grammar). The German language was used in giving instruction (except in Anglo-American) classes. Pupils taking up the study of German were not allowed to discontinue it during the year except for urgent reasons.

In 1868 a resolution was adopted allowing German speaking pupils to have oral lessons in correct speaking from the lowest grade up to the time of taking up a text book in German. The amount of time per day for German instruction was fixed at twenty minutes in the lowest year, twenty-five minutes for the second year and thirty minutes a day for all higher grades, together with fifteen minutes a day for the practice of German script.

The number enrolled for German instruction increased to 2476 in 1867-8, being an excess of 1030 pupils over the previous year. There were fourteen schools and seventeen teachers; Anglo-Americans numbering 589 and German-Americans numbering 1887.

It was claimed that by the commencement of German instruction in the lowest grade, the then prevalent custom of sending German children to private or parochial schools for the first two years would cease; and experience has justified this expectation.

It was further claimed that unless pupils were placed under instruction as early as possible, dialects took root and could not be eradicated; that classification could not become good, for it



would happen that pupils classified according to advancement in English would not be properly classified for German, their advancement being unequal in the latter.

In the year 1868-9 the number of children of German descent is reported at 7725 (out of a total of 21,186 of all nationalities), and of these 3461 received German instruction, and besides these there were 379 Anglo-American children, making a total of 3840 (an increase of 1364 over the previous year). It was remarked that the best specimens of penmanship at the competitive examination held this year were from pupils of German descent.

In the year 1869-70 the number of pupils studying German increased to 6213 (5709 German and 504 Anglo-Americans), and it was estimated that 7894 German pupils received instruction at some time in the course of the year. Out of 24,120 pupils of all nationalities in the schools, 11,147 were of German descent, being forty-six and one-half per cent. of the whole.

In the year 1870-71 Mr. L. F. Soldan, who succeeded Mr. Berg as assistant superintendent for the German department, reports 10,847 as enrolled in German instruction in the course of the year, out of 11,719 pupils of German descent in the schools (the entire enrollment of all nationalities being 27,587). The average attendance in the German classes was 8071 (6967 German and 1114 Anglo-American). Hitherto only a few Anglo-Americans had taken up German. At this point the number begins to increase rapidly.

Until the year 1871-2 Anglo-American children had been excluded from the study of German in the three lower grades or years. At this time the regulation was abolished and all pupils were allowed to commence German in the lowest grade. It was claimed that this would secure the desirable end of producing "uniformity in the English and German grades by enabling the

pupils to commence the study at the same time and to keep up with each other." Mr. Soldan says, "It is very desirable to keep the pupils of each English grade in corresponding German grades and to avoid the difficulty of having many German classes composed of pupils coming from two or more different rooms. Teachers have tried to remedy this defect, but until English and German studies recognize each other in promoting pupils to higher grades, I do not think we shall overcome this difficulty entirely." The average number of pupils receiving German instruction in 1871-2 was 10,246 (8702 German and 1544 Anglo-American children.) There were enrolled in this study in the course of the year 13,745 pupils, and out of 30,294 pupils in all the schools, 13,113 were of German parentage.

In the year 1872-3 the average number of pupils receiving German instruction had increased to 12,055 (8865 German and 3090 Anglo-American), in forty-one schools and by fifty-nine teachers. In the year 1872, J. C. Christin had succeeded Mr. Soldan as assistant superintendent for the German department.

In the year 1873-4 the average number was 15,796 (10,668 German and 5128 Anglo-American). Mr. Christin had established the system of "joint classes" in 1872-3, a system by which German and English classes were consolidated. It was first tried in the lowest grade; then in the two lowest; finally it has been successfully carried through five grades and is on trial in the three highest.

In 1874 the rule was adopted that no Anglo-American should be allowed to take up the study of German except in the lowest grade, unless able to pass examination in the work of the previous grades.

In 1874-5 the average number was 17,197 (11,527 German and 5670 Anglo-Americans), in 1875-6, 18,161 (12,092 German and 6069 Anglo-American), and in 1876-7, 18,727 (12,787 German and 5940 Anglo-American).

When German was first introduced all who studied it were classified according to their degree of advancement, and without reference to their classification in other studies. The result of this system was to draw each class from several rooms and to occasion much interference with recitations in English, and much danger to the discipline of pupils who were continually passing from one room to another without special supervision. It was impossible to arrange the programme so as to prevent many pupils from losing important studies in English. These evils had been felt from the beginning and much thought had been expended on the question of mitigation or entire removal. Mr. Soldan had favored the repeal of the rule preventing Anglo-American pupils from commencing German in the lowest grades, with a view to secure the ultimate consolidation of Germans and Americans into the same classes and to secure parallel grading of English and German studies. On his first entrance upon the supervision of the German department Mr. Christin devoted himself to maturing a course of study for joint classes, and for the reduction of all German classes to classes parallel in advancement to the English. In this great work he has achieved eminent success. The five lower grades containing by far the greatest number of pupils, can be taught according to this system perfectly. The sixth and seventh, and even the eighth grades will one after the other yield to this system. At present there are some difficulties in the way of the system as regards the three upper grades. The chief one lies in the small classes of pupils in the higher grades. When the classes are larger, and they will become larger every year, this difficulty will vanish.

The desirability of doing away with special teachers and of giving all teachers charge of a room, furnishes another objection to this system as we have it in St. Louis. The Cincinnati system, which is the oldest system of German-English instruction in this country, gives each German teacher charge of a room.

The pupils attend a room where German is taught for one-half of the day, and attend the other half of the day a room where English is taught. This, of course, gives much more time to German than the St. Louis system gives; besides it costs less for the entire tuition of the pupil. But under it German cannot be an optional study, but must be taken by all pupils. This results in the separation of Anglo-Americans and Germans. The Germans must go to one school and the Americans to another. This finally leads to the removal of Anglo-Americans from those wards of the city where the Germans reside, to the sections inhabited chiefly by Anglo-Americans, so as to be near the schools adapted to the instruction of their children, a like removal takes place among the German population. The process of segregation having begun, it is continued with greater and greater necessity. The result of it is a propagation of class distinctions founded on nationality, from one generation to another.

#### THE ARGUMENTS FOR AND AGAINST GERMAN INSTRUCTION.

The grounds for the introduction of the German language as a branch of instruction into the public schools, have been frequently discussed in former reports. A brief recapitulation of them will be made here:

1. It is assumed that there is no legal right or privilege under which any immigrants into this country, or inhabitants of sections annexed to this country, can claim to have any other language than English taught in the public schools.

2. It is likewise assumed that every class of immigrants or of natives here have the right or privilege to establish private schools, in which they may instruct their children in a foreign language to the exclusion of English.

3. It is assumed that a community possesses the right under the present constitution and laws of Missouri, to introduce into the course of study of its public schools, any study which it finds to be eminently useful to its members as a political and social community. All school education at public expense demands for its justification the existence of some political necessity which it provides for, or the existence of a general want in society for the supply of which the system of education serves a useful purpose. Thus our common schools are generally supposed to provide voters, who can not only read the ballots which they cast, but also read the political discussions in the newspapers and form an intelligent opinion upon the political issues which their ballots shall decide. Without such ability to read on the part of its citizens the right of suffrage is a solemn mockery. But the citizen is supposed not only to cast an intelligent vote for the election of his law-makers but also to be able to read the laws made to govern him. The ancient and necessary ceremony of publishing laws by the mouth of the herald, who read them in public places to the people is abolished, and yet people are held responsible for a knowledge of all laws enacted, it being assumed that every person can read and will read the laws. There is a still further assumption that ordinary citizens shall be able to serve their turn as legislators, and make laws, as well as elect others to make them or read and obey them after they are made.

Unless the State does injustice to the poor classes it will give all its children a chance to learn how to make laws as well as how to obey them.

4. While, therefore, no class of citizens can claim as a right to have any other language than the language of the government taught in the schools at public expense, yet the fact that they have a right to retain the use of a foreign language and to educate their children in private schools to use that language alone, and the further fact that a class of citizens

do in fact exercise this right, may make it expedient and desirable that such language be taught in the schools at public expense, provided that by this means great social and political advantages result to the community as a whole ; the community has the right to teach any modern language in its schools if it finds it expedient to do so.

The expediency of introducing German-English classes into public schools is the question to be decided, and not the question of the legal right to do so, nor the question of the right of a class to demand it.

5. It is generally recognized by the people of the United States that immigration into our territory is a good and desirable thing. Inducements have been and are held out to foreigners to come here to settle. The territory at first a wilderness becomes a populous and civilized State through the agency of foreign immigration. The conversion of natural possibilities into actual wealth is accelerated at a prodigious rate. The immigrant is bettered in circumstances by coming here, and still more is the native citizen benefitted by the creation of wealth where there was no wealth before; for the native receives wealth through the rise in the price of land and its sale to the immigrant, and secondly, through the profits of traffic with him, and thirdly, through a share in the increased production which the immigrant contributes.

But this direct benefit may be counterbalanced to a greater or less degree by the fact that the immigrant is a citizen not only with social rights but also with civil and political rights. He can choose law makers for the natives; more than this, he can be elected to make the laws. If he has not absorbed the spirit of our institutions and come into sympathy with it, if he has not learned how to perpetuate our institutions as a law giver he will foist upon us parts and portions of foreign laws and institu-

tions. If he is ignorant even of the institutions of his native country, he will be a still worse element in our politics and will seek narrow, selfish advantages under the banner of the demagogue whom he will aid to corrupt our politics and rob our public treasury.

It is all important, therefore, that the immigrant shall be educated in our best institutions and "Americanized" in the spirit of our free intelligence. Otherwise he certainly will be "Americanized" by the worst forms of our political corruption.

This is not a matter of choice between two indifferent courses of action. If we do not "Americanize" our immigrants by luring them to participate in our best civilization and to adopt an enlightened social intercourse with us, they will contribute to the degeneration of our political body and thus de-Americanize and destroy our national life. If we allow them to grow up in ignorance, they will lower the standard of political honor and intelligence. If they establish schools of their own and even achieve a high culture in them, as Germans have done when they refused to enter our public schools, still they lack training in the spirit of our special forms of government, and being educated into foreign ways of viewing and acting, they are all the more incapable of rightly judging public exigencies, of understanding the motives of, and sympathizing with the native population.

6. The more highly cultured and civilized the immigrant that flocks to our shores, the more stubbornly will he hold to his own manners and customs. Hence the very qualities which should make him desirable from the economical point of view may make him dangerous politically.

Under all circumstances it is desirable that he shall be educated in the same schools with the native population if he is to have and exercise political power.

Acting upon this principle, most of the cities east and west having large proportions of German population, have adopted the study of German into their public schools. The immediate effects have justified expectations. The vast numbers formerly taught by foreign teachers and in private schools, have come into the public schools, and while learning some German have learned much English, to their great future benefit and to the great benefit of the native population. Every year has witnessed the breaking down of barriers of caste in those cities.

The public school is the instrumentality designed to preserve democratic principles. It protects one class against another by giving an opportunity to the children of all classes for free competition in the struggle to become intelligent and virtuous. An aristocracy built on the accident of birth, wealth, or position, cannot resist the counter-influence of a system of free schools wherein all are given the same chances. To eradicate caste distinctions in the community is the most important function of the public school. Homogeneity of population is the great desideratum for free institutions—but it should be homogeneity on the basis of educated intelligence, and not of illiteracy.

7. No public institution is established on a firm foundation so long as it is beneficial only to a small class of the community. The introduction of German into the schools of St. Louis has made them useful to a greater number, and hence more stable. The general introduction into all of the schools has enabled the German-American to get its advantages without removing to a remote part of the city. Hence, it is that every one of our schools contains a large number of German pupils. The thorough mingling of the populations has produced a very rapid assimilation. The German children in our public schools are as thoroughly American in sympathies, views and aspirations as the Anglo-Americans. The influence of the



schools largely reacts upon the parents through the children, and where ten years ago German was spoken altogether by parents and children within the family, now both speak English altogether to gratify the strong preference of the children.

8. The advantages now realized were seen by Mr. Tice in 1855, when he strongly urged upon the board the importance of giving instruction in German in our public schools. Mr. Divoll, in the second year of his superintendency, perceived the importance of this measure and urged its adoption in 1859, on the ground that "some acquaintance with one's own language is necessary to prosecute the study of another to the best advantage." "If," said he, "the separate and exclusively German schools could be dispensed with, and the German children be induced to attend the public schools more generally *than* they now do, they would soon become identified in language, and in habits of thought and association, with the American born children, and the distinction of nationalities would gradually cease."

9. How much German instruction is it desirable to give? How much, in fact, do the pupils learn?

German-American pupils come to school already knowing how to speak German, just as Anglo-Americans know how to speak English. What they wish to learn is how read and write German and how to use it grammatically. Certain it is that German pupils do learn how to read and write German. They improve very much in its correct pronunciation and grammatical use. This is accomplished in daily recitations of thirty minutes each; and with a lesson in penmanship of this length every alternate day. The pupil studies also reading and spelling, geography, arithmetic and grammar in English, and is sure to learn English, besides becoming familiar with the habits and dispositions of his Anglo-American fellow pupils, and adopt-

ing the objects, aims, and aspirations of an American citizen, and learning how to realize them.

10. For a long time after immigration the emigrants keep a relation with their kindred in the mother country. Our population in the Northwestern States keeps up correspondence and recognizes the family ties that exist with the people in Great Britain and Ireland, Germany and the Atlantic States. No difficulty is experienced by the Anglo-American settler among us in this matter. But the German-American is obliged to learn two languages. For if his children learn English only there must be a too sudden and abrupt breaking off of the continuity of race, and a consequent great evil will be wrought upon the character. The consciousness of the history of one's ancestry, and the influences derived from communication with the oldest members of one's family, are very potent in giving tone to the individuality of youth and ripening age. This continuity of history is a kind of solid, substantial ground for the individual, and from its soil spring up his self-respect and aspiration.

A class of immigrants who had no desire to preserve a relation with their family stock would bring calamity upon the community into which they came.

11. The value of the study of German as a language of culture might be urged in favor of its study in the high school and university, with more force than in defense of its introduction into the district schools. The usefulness of a knowledge of German in a business education is a stronger reason for its introduction into the common schools. But there are no arguments in favor of introducing the study of German throughout the district school course of study, which have conclusive weight excepting those based upon the political and social necessity of Americanizing or rendering homogeneous our entire population. This alone justifies the extra expense of German in our schools,

an expense of \$60,000 per annum, and this alone would justify a far larger expense were such an expense rendered necessary by large accessions of immigrants from Germany to our city.

12. By the census of 1870 the total number of people of foreign birth, in the United States, was 5,567,229; total number, having one or both parents of foreign birth, was 10,892,015. Of the foreign born, 1,690,410 were German; 116,240 were French; 1,855,827 Irish; 770,144 from Great Britain.

In Missouri (the entire population being 1,721,295,) the total number of foreign birth was 222,267; and 465,125 had parents of foreign birth. Of the foreign born, 113,618 were German; 54,983 Irish; 19,156 from Great Britain; 8406 from British America.

In St. Louis county 124,378 were foreign born, and 252,792 had one or both parents of foreign birth, leaving only 98,397 of native parentage. Of the foreign born 65,936 were German, 34,803 Irish, 9,843 British, 3310 French, 3265 Swiss, 2733 Bohemians.

In the city of St. Louis 112,249 were of foreign birth, and of different nationalities in nearly the same ratio as St. Louis county above given. The following statistics will show how evenly distributed the foreign population was in the old wards, which extended from the river westward to the city limits:

	Native born.	Foreign born.
First ward (including Carondelet).....	23,389	10,319
Second ward.....	12,166	9,689
Third ward.....	13,341	10,537
Fourth ward.....	20,850	10,643
Fifth ward.....	19,625	10,149
Sixth ward.....	20,631	8,561
Seventh ward.....	12,604	5,904
Eighth ward.....	18,602	8,108
Ninth ward.....	13,368	9,554
Tenth ward.....	12,298	8,325
Eleventh ward.....	19,020	13,560
Twelfth ward.....	12,721	6,900

The ratio of foreign born to those having parents foreign born is one to two and a quarter; hence, if the right hand column is doubled it will express nearly the true number belonging to foreign families.

For the sake of comparison it is interesting to observe that the foreign born population of Illinois is 515,198; 986,035 have one or both parents of foreign birth out of a total population of 2,539,891. In Cook county (containing Chicago) the total population was 349,966, of which 116,772 were of foreign birth (52,316 in Chicago being German) and 279,127 having parents of foreign birth.

In Ohio the total population was 2,665,260, of whom 372,493 were foreign born and 849,815 had parents of foreign birth. Hamilton county (containing Cincinnati) had 88,499 of foreign birth and 189,583 born of parents of foreign birth, out of a total population of 260,000. The number of German birth in Ohio was 182,889; in Cincinnati 48,449.

The statistics show the mixed character of the population of the northwest and especially of its large cities, and impress on the mind in a forcible manner the peculiar nature of the problems which have to be solved by public schools.

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In the following report of the assistant superintendent of the German department, an instructive and accurate account is given of the condition of this department, as well as a history of the progress of the system of teaching in parallel grading.

## REPORT OF ASSISTANT SUPERINTENDENT.

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W. T. HARRIS, *Superintendent* :

I hereby submit to you the Report on German Instruction for the scholastic year 1876 to 1877.

The extension of the city limits, by the adoption of the "Scheme and Charter," has added *ten* to the number of District Schools in which German is taught, thus causing a considerable increase in the number of pupils, classes and teachers in the department under my charge. This annexation of suburban schools having taken place in the last quarter of the scholastic year (April, 1877,) the numerical data relating to these schools have, for obvious reasons, not been collated with the general statistics of the year, but are given here in a separate table :

TABLE I.

*Showing the number of German Teachers, Classes and Pupils in the Schools of the Newly Annexed Territory.*

NAMES OF SCHOOLS.	No. Pupils studying German.			No. German Classes.		German Teachers.	
	German Americans.	Anglo Americans.	Total.	Recitation.	Pennman-ship.	Full Day.	Half Day.
Ashland.....	56	21	77	4	1	1	1
Baden .....	19	...	19	2	0	Principal.	
Benton Station.....	17	...	17	2	1	Principal.	
Cheltenham.....	17	16	33	2	1	Eng. As't.	
Cote Brillante.....	65	130	195	7	2	1	0
Elleardsville.....	190	137	327	11	4	1	1
Gardenville.....	55	5	60	3	1	Principal.	
Lowell.....	85	62	147	5	0	Principal.	
Rockspring.....	121	33	154	6	2	1	0
Shaw.....	36	3	39	4	2	0	1
Total.....	661	407	1068	46	14	4	3

In five of the newly incorporated schools the small number of pupils studying German precludes thorough grading, as well as the employment of special German teachers. In four of them German instruction is given by the respective principals, and in another by an English assistant speaking German.

The slight diminution in the number of Anglo-Americans studying German in the District Schools is chiefly due to the strict observance of the rule forbidding the admission of pupils into German classes, even in the lowest grade, without the written consent of their parents or guardians.

At the beginning of the last scholastic year, "Witter's New German Second Reader" was introduced for the use of the fourth and fifth grade classes.

Besides this change in text-book, *one* fact of importance for this department deserves to be recorded here. With the disappearance of the last *separate* German classes for Anglo-Americans from the Grammar School course in June, 1877, ended the period of transition from our former arrangement on *non-parallel grades and separate classes* to the present system of *parallel grades and joint or mixed classes*, inaugurated five years ago. The reasons which demanded so radical a change in classification and course of study, together with the manner in which it was gradually effected, have been fully set forth in my Report for 1874 to 1875. In the following remarks I shall therefore confine myself to the task of showing that the advantages expected to be derived from this change have been realized.

*First*, The establishing of *parallel grades* for German and English restricted nearly every German class, to pupils in *one* room; thus abolishing the most fruitful source of confusion for the English classes—the frequent absence of pupils, to attend German recitations.

*Second*, The consolidation of the German and Anglo-Americans into *joint* or *mixed classes* abated another cause of annoyance to the English department, by limiting the number of daily German lessons to *one* for each room. In consequence of these two measures, the unavoidable interference of an optional study with the general programme of each school, has in the interest of order and harmony been reduced to a minimum, without impairing the efficiency of that study.

*Third*, Also in point of economy, the reorganization of the German classes has proved of great advantage, as is evident from the following table:

TABLE II.

*Showing the Increase in the number of German Classes and Teachers, and number of Pupils studying German in the District Schools within the Old City Limits.*

YEARS.	No. of Pupils studying German.			Per Cent. of Anglo-Americans	No. of German Classes.		No. of German Teachers.
	German Americans.	Anglo Americans.	Total.		Recitation.	Pennman-ship.	
1876 to 1877.....	12,787	5,940	18,727	32	588	196	78½
1871 to 1872.....	7,644	1,356	9,000	15	395	No data on rec'd	52½
Increase in five years.....	5,143	4,584	9,727	17	193	.....	26

*Cost per capita of German tuition in the Grammar Schools.*

1871 to '72, Salaries of German Teachers.....\$36,900  
 1876 to '77, " " " ..... 57,650

Cost per cap. of 9,000 Pupils, 1871-72.....\$4 00  
 " " 18,727 " 1876-77..... 3 00

*Total Cost of German Instruction in the Public Schools for the year 1876 to '77.*

Salaries of German Teachers.....\$60,450  
 Salary of Asst. Superintendent..... 2,750  
 Cost of German Books for indigent children..... 262  
 Total.....\$63,462  
 Cost per capita of 18,813 pupils.....\$3.37



TABLE III.

*Showing the total number of Pupils in District Schools belonging to each grade, also number studying German in each grade with the per cent. of decrease from year to year.*

Year or Grade.	Total number of Pupils belonging in Dist. Schools.	Per cent. Decrease.	NUMBER OF PUPILS STUDYING GERMAN.					
			Anglo-Americans.	Per cent. Decrease.	German-Americans.	Per cent. Decrease.	Total in German Class.	Per cent. Decrease.
I.	9445	.....	2881	.....	4353	.....	7234	.....
II.	5211	45.	1540	46	2848	34	4388	39
III.	5197	0.28	865	44	2438	14	3303	25
IV.	3296	37.	348	60	1533	37	1881	43
V.	2067	37.	124	64	828	46	952	49
VI.	1377	33.	106	14	484	42	590	33
VII.	850	38.	50	51	199	59	249	57
VIII.	623	27.	26	48	104	47	130	48

While the number of pupils studying German has more than doubled during the last five years, the number of German classes and teachers has augmented only 50 per cent. The gradual extension of the joint classes has increased the average number of pupils to each German teacher from 170 to 240, and the average number for each recitation class from 23 to 32, thus reducing the cost *per capita* of German tuition 25 per cent. At the time when the method of joint instruction was first introduced, some fears were entertained that the Anglo-Americans would either materially retard the progress of their German classmates, or would finally fall far behind them in their work. These fears were gradually dispelled as both parties advanced together from grade to grade, the Anglo-

Americans keeping nearly even pace with the German speaking pupils, and the mixed classes with the purely German classes. If the results of general written examinations can be taken as fair tests of the relative success of classes in a given study, the following exhibits prove the latter statements to be no exaggeration.

At the semi-annual examination, held in January 1877, a collective average of 70 per cent. of correct answers was obtained by all the *mixed classes* of the district schools, while the *purely German classes* averaged 74 per cent. For the last general examination the respective average results, calculated separately for all the Anglo-Americans and for all the Germans appeared respectively as follows :

	German American.	Anglo-American
Grade IV.....	75 per cent.	63 per cent.
Grade V.....	78 "	65 "
Grade VI.....	76 "	64 "
Grade VII.....	76 "	69 "
Grade VIII.....	80 "	74 "

A glance at these figures shows the encouraging fact that the difference between the averages of the Anglo-Americans and those of the Germans is smaller in the highest than in the middle grades, and that there is a steady increase in the per cent. from the middle to the upper grades. Furthermore, repeated oral examinations, held during the few last years, in classes of every grade, have furnished proof that while the children of German parents surpass, of course, their Anglo-American classmates in speaking German, many of the latter equal the former in reading as well as in oral translation, and not a few, especially among those of Irish descent, acquire a very correct pronunciation of German.

The relatively satisfactory condition of instruction in the primary grades, has offered the desired opportunity for direct-

ing my supervision during the past year more particularly to the work of the classes above the third grade.

The exercises in grammar and composition being to a considerable extent directed and controlled by the character of the general written examinations, more special attention was given in the oral examination of these classes to instruction in reading. As all attempts at *reading with understanding and expression* must prove failures, unless the pupil has first succeeded in mastering the mechanical difficulties, my efforts were directed principally to an investigation into the degree of proficiency attained by the classes of the middle grades, in this particular. To test this, short pieces from the second reader, none of which had yet been read in class, were generally selected. Naturally the classes showed unequal advancement; yet in most of them, the majority of the pupils read distinctly and without hesitation *at first sight*. The pupils of the third reader classes progress satisfactorily in the art of reading with expression as they advance from grade to grade.

Minute inspection of the copy-books and the blank-books, containing the grammatical exercises and compositions, showed that neatness of books (Hefte) and careful penmanship generally prevail, and that orthography continues to improve in consequence of the faithful manner with which the teachers correct the written "home-lessons" of their numerous pupils.

In regard to the results obtained in composition, I have to repeat, that success in these exercises falls short of what is generally, though perhaps, not the less unjustly, expected of pupils, who are neither accustomed to observe, compare and judge, nor familiar enough with the forms of written language. As remedy against this latter cause of failure the following kinds of exercises have been recommended for practice in the middle grades: *Re-writing* from memory of short prose pieces; *transposing* of suitable, simple poems into prose form; *trans-*

*forming* of well adapted narratives, by changing some of the conditions given, as, person, number, tense, etc. To these exercises are to be added *translations in writing* (with the aid of vocabularies or dictionary.) In what proportion translations in writing from German into English and vice versa, may be required of different classes, and to what extent they may properly take the place of compositions and grammatical exercises, are questions which can be decided only by carefully conducted experiment. Parallel with the work of written translations, compositions, etc. is to be continued constant practice in conjugation, declension and the use of propositions, applied to the construction of simple propositions, for the purpose of familiarizing the learners with the multitudinous inflections of German accidence, and with the most usual forms of sentences.

By making German the medium of instruction even for the mixed classes, the use of the English is not excluded thereby, but is restricted so far that the pupils must hear more German than English during recitations. In these classes every reading piece is to be translated orally, by the teacher, and all necessary explanations are to be given first in English and then in German.

Successful application of this method of instruction requires considerable ability and a practical as well as a theoretical knowledge of both these languages on the part of the teachers. That many of them possess these requirements to a high degree is proven by the marked success with which they perform their difficult task.

As long as the Anglo-Americans were permitted to study German only in the highest three grades, while the German-Americans were allowed to begin it with the first school year, the German classes in all the grades were well attended. Since the adoption of the rule requiring all pupils,

who desire to learn German, to commence it in the first grade, the lower classes are crowded, while the upper ones are comparatively small. A large number of all the pupils withdraw from school before they reach the higher grades, and many who remain, discontinue the study of German for various reasons. In what proportion the total number of pupils in attendance at the district schools and the entire number studying German were, during the past year, distributed among the several grades, is seen from table No. III.

An examination into the details of that table reveals a few facts deserving comment: In the *third*, *seventh* and *eighth* grades the ratio of decrease of the German studying pupils is considerably larger than is that of the entire attendance in the district schools. The principal reasons for this are: 1st. On entering the *third* grade the pupils of the German classes have to make the first outlay for German books, and have to begin the practice of preparing daily a German lesson at home. 2d. During the *seventh* year a larger number of German-Americans than of Anglo-Americans, are withdrawn from school, thus thinning the ranks of our German classes. 3d. In the *eighth* grade many pupils discontinue the study of German in order to prepare more successfully for final examination in the English grammar school studies.

In 1871 the board of directors passed a rule, giving the pupils, preparing for the high school, the right of substituting German for geography (descriptive) in the list of studies for admission. When three years later it was resolved by the board, that physical geography should be taught during the last year of the grammar school course, the members of these classes were given the privilege of either continuing German or beginning English grammatical analysis. So many of these pupils selected the latter as the more important study, that in 1876 all the English studies of the grammar school course were

made *obligatory*, German remaining *elective* for all the grades.

Returning to the study of table III, for the purpose of comparing now the number of German-Americans with that of the Anglo-American, in the German classes we find that in the first four grades the latter decrease at much greater ratio than the former, while in the highest three grades this relative proportion is reversed. The explanation of this latter seemingly strange phenomenon is to be found in the fact that a great many German children are withdrawn from public schools at the ages of from twelve to fourteen years, some for the purpose of taking a course of religious instruction in parochial schools, others to begin learning a trade or to render assistance at home.

Considering that German in our schools is not only an *elective* but is also an *extra* study, imposing upon those who pursue it a considerable amount of additional labor in and out of school hours; looking at the many causes for discouragement a pupil will meet in a course of study extending through several successive years; finally taking into account the fact that the present system of classification and course of study have been in operation in the upper grades but about three years, it is not surprising that the number of pupils in the German classes of these grades is yet small. Those pupils who began this study in the lowest grade and are now advancing through the middle grades, will find the difficulties in their way diminish each succeeding year, and it may, therefore, be confidently expected that the majority of them will continue the study of German to the close of their school course.

To pupils who continue the study of German in the high school the opportunity is offered to pursue a three years' course in literature, grammar and composition, which enables them to pass successfully the examination demanded of the candidates for positions of German teachers in the public schools. For the Anglo-Americans, who desire to commence German in the

high school, provision is made by the organization of classes using Otto's German-English grammar, the study of which they complete during the two years allowed for this purpose.

In closing this report I cheerfully acknowledge that the credit for whatever progress in improving German instruction in our schools has been made, is chiefly due to the ability and faithfulness of the teachers, and that the success of the present plan is due in a great measure to the hearty cooperation of the principals.

Respectfully,

J. C. CHRISTIN,

*Assistant Superintendent.*

## THE DISTRICT SCHOOLS.

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The aim of the public school system is to secure the greatest good to the greatest number. What is most useful to the pupil provided that it comes within the scope of his capacity to learn it, should be placed first and most prominent in the course of study. This demand is so simple and its claims so obvious that it is complied with in the public schools throughout the land. Reading, writing and arithmetic are undoubtedly the most useful and practical of all studies (see my report for 1872-73, page 72, *et seq.*, where the question is discussed psychologically); they are the most prominent branches in the course of study in the District Schools.

If the St. Louis schools have any strong feature it is this one of teaching the pupil to master the art of reading in the shortest possible time. I do not mean by this that the pupil learns to read understandingly all books of science and literature—for this is attained only through maturity of life and experience. I refer only to the ability to master the printed form of words. The pupil in his first half year has generally acquired this ability, and it is only a matter of application and experience to master all books after this.



Our course of study aims in the first year to teach the pupil how to master the powers of the letters of the alphabet, punctuation, the script alphabet, the elementary operations of arithmetic (addition, subtraction, multiplication, and division), applied to small numbers, counting as far as 1000, and the elementary ideas of geography and the representation of surface by maps. Once a week he participates in a lesson on plants and learns the structure, shape, habits, and uses of flowers, leaves, fruit, seeds, buds, roots, stalks, trunks, etc., of plants. He learns the elements of drawing—the ability to recognize, define, and reproduce lines, angles, triangles and four-sided figures, cultivating his hand and eye for delicate mechanical work. He learns to sing and to read music to some extent.

Quite as important as this he learns the moral lessons of regularity, punctuality, self-control, respectful behavior towards equals and superiors. He learns the first lessons of the greatest art of life—the ability to combine with one's fellow-men to produce a rational result.

Is not this inclusive enough for the work of the first year in school? Does it contain anything that we could willingly omit? Those who clamor for economy would exclude all that is "ornamental" or "adapted to fit for higher education." They would exclude drawing or natural science or music, perhaps. If these branches were so taught as to interfere with or impede the progress of the pupil in other branches it would be well to curtail or exclude them. But music is a recreation which freshens and invigorates the mind of the pupil when wearied and jaded with close attention to the other branches of the course of study. It is moreover a great moral influence in softening and harmonizing the dispositions. Drawing as taught in our schools is *industrial* drawing, and is certainly not a mere ornamental study, but one that fits the pupil for usefulness in the trades by giving him skill in the use of his hands and eyes. Natural

science is taught in weekly lessons of one hour each (Wednesday, P. M.), and furnishes rest and diversion from the regular course of study by being taught in a radically different manner. The tendency of the ordinary recitation is always towards mechanical methods, towards memorizing at the expense of intelligence. The natural science lesson is a relief to the pupil and a corrective to the teacher's methods.

These subordinate studies—music, drawing, and natural science, then reinforce and improve the instruction in reading, writing, and arithmetic, and do not impede or interfere with their progress.

In order that a course of study may be adapted to any and all pupils, and furnish the best course of study alike for those who are to leave early or attend irregularly, and for those who are to continue through the whole course, it is requisite that it be constructed so that each subject shall recur at intervals, *i. e.* what is laid down in the first year must be taken up again and again in subsequent years. This is a spiral movement of studies, and is the only true one from a psychological standpoint. The development of mind is such that it requires to return upon a subject after a considerable interval in order to exhaust it. The child should not study only addition this year and only subtraction next year, and try to exhaust each of these subjects before proceeding to others. Just as is prescribed in the Grube method, we must learn the methods of all the elementary processes at once, but with easy applications quite within grasp of the child's mind during his first year's work. The next year the return of the spiral brings him to those topics again but in connection with more difficult applications. The course of study in natural science is a spiral of this kind completing its first revolution in the third year, thus :

*First year*—Outlines of Botany.

*Second year*—Outlines of Zoology and Physiology.

*Third year*—Elements of physical nature and natural philosophy.

This completes the subject of natural science in its most general aspect. A second revolution of our spiral brings us through each of these topics with a more stringent method and with more explicitness of detail.

*Fourth year*—Botany systematically studied.

*Fifth year*—Zoology, physiology and hygiene.

*Sixth year*—Natural philosophy and astronomy.

In the second revolution of our spiral, the pupil who has attended the first course, takes up subjects which have for three years been, to some degree, familiar to him in their scientific aspect. He therefore comes to them with some momentum of intellect and taste. His growth for the past three years has been inclined in this direction and now he finds what he has learned to inquire for. There is no use in answering questions before they are asked. The listener pays no heed to them.

The third revolution of the spiral course occupies two years in our course of study.

*Seventh year*—The outlines of geology, the water, meteorology, the life and distribution of plants, animals and men on the globe.

*Eighth year*—Natural philosophy.

The irregular pupils are provided for in this course of study. Even the pupil who attends only three years, and is obliged by the pinching hand of poverty to go to work at nine or ten years of age, will complete at least one course of study in natural science, and will have, in all after life, more correct ideas of nature than his fellows who have not studied natural science. The illiterate mind devoid of a knowledge of classification and causality in nature is perforce superstitious. He lacks also the ability to make combinations of natural forces and must hew wood and draw water all his life.

The regular pupils are just as much benefitted by this spiral course, for the proper mastery of a subject requires three stages of growth, which must be repeated by intervals of time, long enough to allow of complete assimilation. Without this the mind cannot recover its equilibrium. It does not allow time for questions to grow in the mind, and without these the information which it acquires is poured into it and education becomes a cramming process.

Just as natural science is arranged on a spiral course which is adapted to both the pupil who leaves school early and to the pupil who completes the entire course, so also is the course in arithmetic. Reading and writing numbers, addition, subtraction, multiplication and division are taught the first year as applied to small numbers. The second year repeats the same processes with larger numbers and adds some knowledge of Federal money and coins. The third year repeats these elementary processes with still larger numbers. The fourth, fifth and subsequent years review the same operations and carry them into higher and higher applications.

The course of study in geography is likewise spiral, its revolutions like those of arithmetic occupying only one year each.

In each direction in which the human mind can grow healthfully there is progress made in some representative study.

Of course there is a proper order and sequence of studies within each one of the great provinces of mental evolution. In the mathematical department, arithmetic must precede algebra; elementary operations in addition, subtraction, multiplication and division must precede operations in fractions, ratios, percentage and evolution.

Because the pupil is to attend school only three years, it is no reason why branches really belonging later in the course should be introduced into the primary school. Such introduction is impossible. Algebra cannot be taught in the primary school.

Only its elementary representative (arithmetic) can be taught there. So too, in other branches, their elementary representatives can be taught, but not the advanced stages; for the advanced stages are based upon reflection on the elementary stages.

In this connection it is proper to mention a chronic complaint which is made against the course of study in common schools, and indeed against education altogether. It is based on the assumption that education develops the aspiration of youth more than it develops ability to realize such aspiration. The following extract from an editorial in one of our most popular magazines expresses this view with great force :

"There must be something radically wrong in our educational system, when youth are generally unfitted for the station which they are to occupy, or are forced into professions for which they have no natural fitness. The truth is, that the stuff talked to boys and girls alike, about "aiming high," and the assurance given them indiscriminately that they can be anything that they choose to become, are essential nuisances. Our children all go to public schools; they are all taught these things; they all go out into the world with high notions, and find it impossible to content themselves with their lot. They hoped to realize in life that which had been promised them in school; but all their dreams have faded, and left them disappointed and unhappy. They envy those whom they have been taught to consider above them, and learn to count their own lives a failure. What we greatly need in this country is the inculcation of soberer views of life. Boys and girls are bred to discontent. Everybody is after a high place, and nearly everybody fails to get one; and failing, loses heart, temper and content. The multitude dress beyond their means, and live beyond their necessities, to keep up a show of being what they are not. Humble employments are held in contempt, and humble powers are everywhere making high employments contemptible. Our children need to be educated to fill, in christian humility, the subordinate offices of life which they must fill, and taught to respect humble callings, and to beautify and glorify them by lives of contented and glad industry.

"When our public schools accomplish an end so desirable as this, they will fulfill their mission—and they will not before. I seriously doubt whether one school in a hundred, public or private, comprehends its duty in this particular. They fail to inculcate the idea that the majority of the offices of life are humble; that the powers of the majority of the youth which they contain have relation to these offices; that no man is respectable when he is out of his place; and that half of the unhappiness of the world grows out of the fact that, from distorted views of life, men are in places where they do not belong. Let us have this altogether reformed."

It is strange that this utterance should be made by an American and in America. It assumes that aspiration is the root of all evil. The fact that any education of the individual unfolds capacities that were before latent, tends of course to give him confidence in himself, and out of this necessarily follows aspiration. Without aspiration man sinks below the level of humanity. The assumption that man is born simply for happiness and to avoid trouble is not justifiable from any correct view of human history or of the nature of reason. That it is everywhere a struggle on the part of the individual to ascend into conscious participation with the race as a whole, is in the nature of reason. What education does is to arm and equip the individual to realize this and to give him as much aspiration as possible for an impelling power. Unhappiness is as important an agency in the development of the individual as is happiness.

The too much aspiration will be toned down all too soon in the struggle.

*Economy in Public Schools.*

The workings of the Kindergarten have shown us that much may be done for the advantage of the education of children at an earlier age than the one on which they are admitted to the primary school. At that age, three hours per day—even two hours—have been found sufficient for the best development of the child.

Of late very much attention has been given by students of social science to the question of the proper amount of time that should be devoted to study and the confinement of the school room. The discussion assumes more importance now that the financial distress of the country presses upon the attention of school boards the necessity of curtailing expenses in all directions. If expenses can be curtailed without crippling the school system it is very fortunate, still more fortunate is it if the expenses can be curtailed and the school system be improved at the same time. Such possibility indeed seems to exist. The old time superstition as to the length of the daily school session has broken down in latter years, and now it is found that as much (or more) can be accomplished in sessions of five hours as formerly in sessions of six or seven hours.

But it had not occurred until quite recently to the educational mind of this country that great injury was done to the child of six, seven, or eight years of age by confining him in the school room as long as the advanced pupil of fourteen or eighteen years. It is now discovered that pupils of six or seven years make quite as rapid progress by three hours' schooling per day as they do by five or six hours' schooling, and they are far better off physically with three hours of school.

This discovery has an important economical bearing. One teacher can teach two sets of pupils in the lower grades by this system, and a very great saving effected in the cost of buildings, janitors, fuel, and teachers' wages.

In Chicago, subsequent to the great fire the plan was extensively tried. In 1873, the president of the Chicago School Board reported 10,000 children taught by that plan. The same plan has been tried in other cities, and in our own city in as many as ten schools.

Mr. Pickard, the wise and cautious superintendent of the Chicago schools, spoke on the results of this system as follows in 1874:

"Very many of our school buildings are doing double duty, and of very many teachers we are demanding extra labor by reason of the pupils who can attend school only a half day, unless by a full day's attendance of part, other pupils equally deserving are deprived entirely of school privileges.

Our practice has been to keep a list of applicants until enough had applied to make a good class or division, and then to make room for these applicants a half day, by keeping out an equal number of previous full day attendants for that half day.

The arrangement has been made so as to double only the very lowest divisions, containing pupils who, under the rules of the Board are dismissed either forenoon or afternoon at recess. Instead of this dismissal each division is kept for the full time of one-half day, and dismissed for the other half day.

This arrangement has kept the room full the entire day and has put into the hands of teachers from 100 to 120 different pupils instead of sixty as before.

Under the old practice each primary teacher had during the day an average of forty-five pupils before her all day, sixty till recess and thirty after recess, and the same pupils both forenoon and afternoon.

In the half day divisions each teacher has sixty pupils before her all the time and one hundred and twenty different pupils during the day; thus more than doubling her labor if she passes each class through the grade as rapidly as she formerly did the one class.

This increase of labor to which must be added the greater tact required in the management of children, half of whose time each day is spent in play upon the street, has been met in part by the assignment of one additional teacher for each four half day divisions, giving to three teachers, the instruction of two hundred and forty pupils, or an average of eighty different pupils to each one.

In the majority of cases the half day system has not at all interfered with the progress of pupils. This is specially true in districts where the parents find time to give to the care of their children during the half day they are out of school."

In my report for 1873-4, (pages 106—120), I quoted some important matter regarding school-hygiene from Dr. D. F. Lincoln's report, before the American Social Science Association, and in that connection gave some account of the "half-



day system," (page 110). From the same distinguished writer on Social Science and Education, I make the following extracts from his paper on "Half-time Schools." (Read September 7, 1877, at Saratoga.):

"The expression "Half-time System" is employed to designate a plan for educating children of the laboring classes by sending them to schools for three hours each day, and letting them work in factories, in shops or on farms, for the rest of the working hours. The plan is modified, in a few cases, by allowing them to attend school for the full time, and to work on full time on alternate days; but in most cases the former method has been adopted, by which half a day's schooling and half or three-quarters of a day's work are had each day, with a half holiday on Saturday afternoon.

The English half-time schools had their origin in enactments of the years 1833 and 1844, and subsequently, in accordance with which a great many sorts of manufacturing establishments are forbidden to employ children under eight years of age; while children from eight to thirteen are allowed to work only six and one-half hours a day, and must attend school at least three hours a day, or five hours on alternate days, at any school the parents may select.

The extraordinary success of the plan as adopted in England, where it has been in practice for forty years, and where at present 100,000 children are taught by its methods, ought to call forth a lively interest on the part of those who care for American education. The English are fully aroused to the necessity of education for the masses; they are aware of the defects in their former system and know what constitutes a good school.

It is remarkable that in America we have very few indeed of this sort of schools. I am informed of but one which answers to my definition, if exception be made of public semi-correctional or charitable institutions. This one is at Salem, Massachusetts, and goes by the name of the Naumkeag School, after the name of the mill with which it is connected. Another, called for a similar reason the Indian Orchard School, flourished a few years ago in the neighborhood of Springfield, but for extrinsic reasons was given up; another in New Bedford has also been given up.

As regards the other States, I have received information from the Superintendents of Education in Maine, New Hampshire, Vermont, Rhode Island, Connecticut, New York and New

Jersey, and the answer in each case has been that they are not aware of the existence of such schools in their States.

We have gone on in our way, here in America, developing a system of carefully graded schools which differ very little in the various cities of the Northern States. Such has been our pride in these schools, and such the real democratic feeling in regard to them, that all classes have readily sent their children, and all are therefore interested in having the schools well kept. Whether well or ill, they are a "representative American institution," at all events, and their existence, easily traceable to one common source, is of itself an adequate reason for the non-existence of anything else.

I presume it may be said that Massachusetts set the pattern for these schools; at any rate there is a strong feeling abroad that such is the case. "Boston," says one of my correspondents, a State Superintendent, "has fixed the plan for America, and so *damned* the whole of us. Your Boston schools ought to be indicted for the 'murder of the innocents.' You leave *time* as a factor of mental growth out of the account, and suppose that cramming is all that is needed to develop intellect. Result: You have given pupils of eight, mental processes which can be apprehended only by the mind of fourteen, and the pupils of fourteen, studies which can not be understood till seventeen. So, as the intellect cannot grasp them, you force the poor victims to learn the whole thing *memoriter*. You thus put the children under intense pressure, and develop giants in memory and pygmies in thought power." I do not quote this to indorse it, but as showing that the American system is traceable to a common origin in Massachusetts, however modified in other States. It will not, therefore, be impertinent to say, in this place, that of the total population born in the State, only eight in 1,000 are illiterate; that is to say, have passed the age of ten without learning to read and write. This love of education, as in our sister State of Connecticut, has been indicated and strengthened by compulsory laws, which have been imitated in eight other States, though in some, as New York and New Jersey, the attempts to enforce the laws amount to very little.

In fine, we are in the possession of a system which receives all classes, is in general adequate to the wants of all classes, and is generally believed to be superior to "anything they can get up on the other side." It has been our "pride and boast" to such an extent that the introduction of a new system has not been thought of.

England, on the contrary, was compelled in the earliest years of this century to limit by legislative action the excessive tasks then laid on great numbers of children in factories. She found, before long, that the surest way to defend them from the cruelties of their task masters was to insist on their attendance at school during the ordinary period of a single session every day, and it was this measure, taken at first quite as much from a feeling of humanity as from a sense of the need of popular education, that formed a first step in the great national reform which within a few years has assumed universal extension. I need not remind you how recent has been the change in our population, which has flooded us with foreign illiteracy.

The enormous difficulty of securing concerted action from different States is, no doubt, another reason why no half-time system has been introduced. Of the 13,000 children in Massachusetts factories, only 4575 had received during the year the legal amount of schooling (three months) in 1875. If such indifference is felt toward the interests of this unfortunate class in individual States, what is likely to be the joint action of several States in a matter where the profits of proprietors and the wages of laborers are directly dependent on their success in diminishing the requirement of schools; where, in fact, State is in closest rivalry with State for commercial advantage?

In illustration of the way in which legislation, with the best intentions, is apt to spoil its own plans, I will mention the case of the half-time school lately attached to the Indian Orchard Mills, near Springfield, Mass. This school was kept open about three hours in the morning and the same in the afternoon, receiving two sets of children. One set worked in the mills from 6:15 to 12 and the other from 12:45 to 6:35, or almost six hours. About forty, between the ages of thirteen and fifteen, were thus taught by one teacher. They were of French and Irish origin, and very few of them knew the alphabet. The agent of the mills states that they were desirous to learn; made rapid progress—in fact, more progress than children of similar ages in full-time schools; they were punctual and well behaved. The effect of schooling upon them was marvellous; they acquired habits of neatness; their morals improved; in fact, their whole being seemed changed by their “contact with the school room.” The State having reduced the working hours in factories from eleven to ten, a reduction of the wages of the children became necessary to conform to this decrease, and the parents became unable to support them if allowed to work but

half a day; the school was therefore abandoned. It was abandoned, of course, in violation of the statute requiring attendance on school.

But the children of the poor must be educated, at all events. If special schools for working children are to be condemned, the alternative which naturally occurs to us is the prohibition of manual labor in workshops or factories under the age of fifteen, and compulsory attendance on the ordinary schools. The present law of Massachusetts, in fact, does forbid such labor under ten years, and requires twenty weeks of schooling, or of half-time schooling, for children at work between ten and fourteen years. In Fall River a large number are taught in a separate school in four sets, each set coming to school three months and then working nine months in the mills. The system is better than nothing, but the interval of nine months is so great that the scholars forget most of what they have learned. This school is therefore injurious, by conveying a false impression of the half-time system (which it is supposed to represent), and by failing to illustrate the favorable results which are obtained by a *suitable* conjunction of labor and study. It therefore seems to me that it should be superseded either by real half time schools or by an enforced attendance on ordinary schools during their full term.

The following are the physiological reasons for inclining towards a half-time system of some sort, at least for young children :

The capacity for mental labor differs very widely in individuals, and at different ages. The young adult of average power, of the age of twenty or near that, may devote eight or nine hours to close mental work; the youth, in high schools, five or six; the younger child, from two and a half to four and a half. No greater amount can be exacted of the average without doing harm. The following expressions of opinion will be of interest.

In regard to young men in college, a gentleman of great experience and judgment as a tutor, writes as follows: "I should be inclined to say that no young man could study *effectively* (as our young men are now), day in and day out, more than six hours a day, exclusive of recitations; with three recitations per diem, I should say he could work in all nine hours per day. If you get up to four recitations or lectures, I should be inclined to knock off one hour of study, putting nine hours in work as the maximum. I think one would find any increase of that of no real service."

Clough, in his charming romance of the "Bothie of Tober-na-Vuolich," describes the daily life of two young men on a "reading party" with their tutor in the Highlands. They are quite in earnest, and their reading is *study*. On rising, they take a plunge in a mountain brook close by, and then read an hour; breakfast comes at eight, then six hours of reading; then a bath and dinner at four; then tea and a long walk; and from nine to eleven two hours more of reading, making nine in all.

A distinguished graduate of Harvard College, who worked faithfully twelve hours a day during his freshman year, and from eight to nine the rest of the time, gives me his opinion that the average working power (though not the actual amount of work) of the students is measured by the latter figures, eight or nine hours.

Professors Crowell, Tyler and Hitchcock, of Amherst, consider that the happiest results are produced by a weekly amount of forty-eight hours of work, or eight hours a day, divided between recitation and study in the proportions of sixteen and thirty-two hours.

Professor Goodell, of the Massachusetts Agricultural College, places it, after having tried both ways, at eighteen and thirty-six hours respectively, or one hour more per day. The *actual* work amounts to about nineteen and one-half, and thirty-nine hours, or nearly ten hours daily, besides six and one-quarter of drill and farm work weekly. The results seem, however, to be quite favorable, as far as the actual health of the young men is concerned.

At the West Point Military Academy, the daily time assigned by the printed table to study and recitations is about ten hours a day during the six cold months. The exceptional circumstances of the cadet's life, his entire exclusion from the distractions of society and the dangers of indulged appetite, and the large amount of active bodily work done by him, enable him to reach the maximum of mental application consistent with perfect health.

The great number of hours which may be studied by the young adult is the result of two circumstances:

*First.* He is no longer obliged to devote a great part of his physical energies to the mere act of growing.

*Second.* He is a specimen of a select class of society, capable both by birth and by long habit of an amount of labor which is impossible to the untrained of any age.

At the period of puberty, or from twelve to seventeen years, not more than five or six hours should be required. I am

happy to find that in this respect the practice in high schools for boys and girls confirms the position I have taken. In a set of replies to inquiries instituted by me two years ago, I find communications from the principals of twelve high schools. The usual attendance per week was twenty-five hours; three exceeding and one falling below this. All required home study; two, one hour; seven, from one to two hours; three, from two to three hours daily. On the average, thirty-five hours a week is the usual total requirement, but three schools required from forty-one to forty-five. One correspondent said he was accustomed to see pupils worked sixty hours a week, and reprobated the practice severely.

We hear much of the German capacity for study; but I seriously doubt if there be much difference between their abilities in this direction and our own. They work the boys in their gymnasia almost to death. Think what must be a system which fills the whole life, so that boys of seventeen, on their afternoon walks, talk of nothing but their Greek and Latin classics! I have recently conversed with two gentlemen, graduates of the gymnasia at Frankfort-on-the-Oder, and Halle; the former gave me an estimate of nine or ten hours of daily work, while the latter, a physician (and who stood at the head of his class in the school), named eight or nine, and declared six to be *enough*; he added, however, that only one of his class died directly from the effects of application!

As regards girls, the Prussian government has lately taken official steps to ascertain the fact in question. The conference upon superior schools for girls, held August, 1873, in the Department of Public Education, reported in favor of restricting girls from ten to sixteen years of age to a maximum of thirty hours of school attendance per week; the younger ones, down to the age of six, were to be limited to twenty-two or twenty-four hours. Home studies were to be restricted to one hour for the youngest, two for the oldest and one and a half for those between. It should be said that the declared object of such schools is a liberal one, namely, to enable the pupils "to participate in the intellectual life of the nation," which implies a select class of pupils, inasmuch as the avowed object of the ordinary German schools (Volksschule) is to fit common people for a common place life. As an instance of this I will state that the style of handwriting in common schools contrasts with that taught in the classical and other superior schools; it is not made flowing, but firm and hard, in order that the habit of distinctness may be acquired with such firmness as to resist the influence of mechanical occupations in after life.

Our own practice is to keep children of all ages, from six up to sixteen, in both primary and grammar schools, the same number of hours in school; namely, twenty-six. In Boston this is to be reduced to twenty-five, and home study is seldom permitted. It appears probable to me that this state of things, this placing scholars of six on an equal footing with those of sixteen, is the result of oversight rather than of plan. The State Superintendent of Maine, Hon. Wm. G. Corthell, declares that from five to seven years of age, two or three hours a day of earnest study are enough; for those from seven to ten, three or three and a half; from ten to twelve, four hours; for all older pupils, not over five hours, or, if they do not study under pressure, six. The superintendent in Providence, Rev. Daniel Leach, considers the primary school hours too long, and the State Superintendent of New York, Hon. Wm. Wood, would not object to limiting the time of the schools, generally, to two hours in the forenoon and two in the afternoon; State Superintendent Downs of New Hampshire says that from four to ten years it is best not to be in school, in full intellectual employment, more than three hours a day. The Medico-Legal Society of New York recommends that the maximum of schooling for children under eight be three hours a day.

Finally, children in kindergartens are allowed the greatest reasonable freedom, have their employment changed constantly, play active games, and sing in concert, and their operations are regularly broken by a lunch; and the period of time which children of from four to seven years can be kept at this sort of employment is held to be about three hours, from 9:30 A. M. to 12:30 P. M.; they are not allowed a second session in the day.

An effort to obtain from experienced teachers some kind of a law of mental capacity was made in 1860 by Edwin Chadwick, C. B., well-known for his efforts in connection with the English half-time system. The results as published agree nearly with each other. One teacher replied that the length of time children could attend closely and voluntarily to a *single lesson* was

From 5 to 7 years.....	about 15 minutes.
" 7 " 10 "	" 20 "
" 10 " 12 "	" 25 "
" 12 " 16 or 18 years.....	" 30 "

Relief is obtained, and fresh interest and power called out by judicious changes of subject and intermissions; under which conditions he found that children of the four groups of ages

above named could profitably labor mentally not over the respective periods of three, three and a half, four, and four and a half hours a day.

This statement is cited simply as the most elaborate, and as representing the general tenor of a good many. In view of the other opinions I have cited, it is impossible to call them extreme; and the care with which the circumstances are stated gives them a distinct scientific value.

It is impossible to overlook the bearing of these facts upon the half-time question. In Philadelphia, of a total of 90,000 school children, not over 12,000 are in the grammar schools, which they enter at the age of thirteen or fourteen. In Boston, I estimate that three-fourths at least of all scholars are under the age of thirteen. And in New York city "it is a well-known fact that the great majority of pupils receive all the education they ever obtain in the primary schools." (Report of Board of Education for 1876, page 26.) Bearing in mind the double fact that the capacity of most of these children can be exhausted by a single session of not extreme length, and that most of them have got to labor with their hands for a livelihood, it is an easy inference that these children should be put to work for part of the day. The real difficulty is the practical one—how to do it? Few will doubt that a certain amount of work acts well on children as a discipline, and that they gladly accept the alternative from work to study and back again. The trouble lies in finding suitable work and in holding them with due strictness to the plan adopted.

It is a remarkable fact, that in a great many instances, the half-time children working in the same schools with full-timers, are known to accomplish as much work and make as much progress. This is so obvious an inference from the estimates already made of the capacity for *profitable attention*, that I will not detain you with quotations. Some may be seen in the report for 1871, of the Massachusetts Bureau of Statistics and Labor, and in the original report by Mr. Chadwick. As regards the standard of attainments, one of his correspondents stated that a class of children, say of seven years, brought from an infant school, could be brought, under the half-time system in three years (with full control of the means), to "reading intelligently, writing fairly, and spelling correctly; in arithmetic, as far as decimals, exclusive of problems. "Another says that of twenty-one boys and girls taken direct from the infant school, in three years sixteen had reached the following point: writing a fair hand, spelling well, reading correctly and



with considerable attention to the meaning, sums in decimal fractions worked with ease, a fair knowledge of the general geography of the world, and the particular geography of Great Britain, a fair knowledge of the great leading events in the history of Great Britain, parsing and analyzing ordinary simple sentences.

A literary education is evidently not the aim of these schools, but the practical teaching is good.

Another says: The question between the half-time and full-time system educationally and practically, is a question between habits of a concentrated attention during a short time, and habits of more or less diffused attention during a longer time.

Another: I attribute the equality of the half-timer to the full-timers chiefly to the habits of industrial occupations, to their better attention to what they set about. They certainly come to their school work with better habits of attention than the day scholars.

Another: I have a decided opinion that the admixture of industrial occupation tends to make the scholars industrious in the school. The half-timers do not trifle or waste their time so much as the day scholars. The half-timers set to their writing or their lessons with great earnestness, and with more business-like qualities.

In conclusion, I beg leave to submit the following points, which, I think, ought to receive support:

1. Children before the age of thirteen cannot profitably study more than half as long a time as grown men or women.
2. The most profitable arrangement of school work for such children will restrict their study in general to three hours for the younger and four and a half for the older, daily.
3. Compulsory laws fixing the period of attendance at not less than half of each year in the ordinary schools, or the whole of each year in any existing half-time schools, are a present *desideratum*.
4. The State should enforce these laws by its own officers.
5. Where there are masses of the poor, and the streets are full of corrupting influences, it is desirable to furnish occupation to the children both forenoon and afternoon. This may be done either by giving two short sessions of school, or by a full session forenoon and industrial teaching afternoon, or by a half-time system, when feasible."

About fifty-two per cent. of the entire number enrolled in our schools (see table on page 26 of this report,) are in the two lowest grades. If they were provided for in half-day sessions a saving might be effected of one hundred and fifty thousand dollars per annum in the items of real estate and improvements, wages of teachers and janitors, fuel and supplies. The afternoon session could be lengthened to three hours, (1 to 4 p. m. instead of 1:30 to 3:45 as at present.) There is no reasonable doubt that the pupils in those grades would make as rapid progress in their studies as they do at present. What they lost in the way of iteration (carried to the extent of cramming,) would be more than made up by the keen grasp which a thoroughly rested mind gives to a subject. They would assimilate what they learn far better than now. Their minds having recovered from the task of the day before, would be full of inquiry and a thirst for knowledge.



## THE KINDERGARTEN.

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The past year thirty\* Kindergartens were in operation, fourteen of these holding their sessions from 9 to 12 a. m., and sixteen of them from 1:30 to 3:45 p. m. The afternoon kindergartens were held in the rooms occupied for morning kindergartens, but enrolled a separate list of children, and, with two exceptions, were taught by different teachers. In the accompanying table the number of unpaid (volunteer) teachers is shown to be one hundred and fifty.

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\*At the time this Report goes to press (February, 1878), the number has been increased to forty-two.

## ENROLLMENT AND ATTENDANCE ON THE KINDERGARTENS,

1876-7.

KINDERGARTENS.	No. Schools.	No. Paid Teachers.	No. Unpaid Teachers.	Total.	No. Enrolled.			Av. No. Belonging.	Av. Daily Attendance.	Per Cent. of Attendance.
					Girls.	Boys.	Total.			
Bates, A. M.....	1	1	4	5	65	54	119	50	41	80
Bates, P. M.....	1	1	4	5	78	52	130	31	26	84
Carondelet, A. M.....	1	1	4	5	83	70	153	50	41	80
Carroll, A. M.....	1	1	2	3	44	57	101	56	49	87
Carroll, P. M.....	1	1	2	3	64	45	109	50	44	88
Clay, A. M.....	1	1	7	8	40	46	86	42	36	86
Clay, P. M.....	1	1	7	8	45	50	95	48	40	80
Clinton, A. M.....	1	1	7	8	53	46	99	80	73	90
Clinton, P. M.....	1	1	3	4	13	10	23	23	18	78
Des Peres, A. M.....	1	1	3	4	49	41	90	34	28	82
Divoll, A. M.....	1	2	5	7	46	43	89	50	47	94
Divoll, P. M.....	1	1	5	6	46	44	90	49	46	90
Eads, A. M.....	1	1	7	8	71	64	135	58	46	80
Eads, P. M.....	1	1	6	7	75	67	142	52	41	79
Everett, A. M.....	1	1	5	6	88	53	141	46	40	87
Everett, P. M.....	1	1	2	3	81	62	143	38	31	82
Franklin, A. M.....	1	1	7	8	59	68	127	53	37	70
Franklin, P. M.....	1	1	5	6	54	40	94	40	32	80
Hamilton, A. M.....	1	1	5	6	109	79	188	54	42	78
Hamilton, P. M.....	1	1	6	7	92	73	164	42	32	79
Humboldt, A. M.....	1	1	4	5	31	39	70	48	43	90
Humboldt, P. M.....	1	1	3	4	39	25	64	42	37	87
Madison, A. M.....	1	1	5	6	49	39	88	55	45	82
Madison, P. M.....	1	2	6	8	55	42	97	61	52	85
Peabody, A. M.....	1	1	7	8	81	50	131	60	51	85
Peabody, P. M.....	1	1	5	6	78	46	124	51	43	84
Pope, A. M.....	1	1	5	6	54	52	106	67	54	81
Pope, P. M.....	1	1	7	8	50	43	93	53	44	83
Webster, A. M.....	1	1	6	7	70	50	120	57	49	86
Webster, P. M.....	1	1	6	7	65	57	122	62	54	87
Total .....	30	32	150	182	1827	1506	3333	1502	1262	84

		Ages.	
There were enrolled.....	130	in their 4th year.	
" " .....	902	"	5th "
" " .....	1448	"	6th "
" " .....	669	"	7th "
" " .....	184	"	8th "

The average age upon entering the kindergarten was five and one-half years ; consequently the average age at the middle of the year was about six years and at the close of the year a little above six.

## ATTENDANCE AND PUNCTUALITY.

4 pupils attended.....	200 days.
146 " " .....	180-200 "
222 " " .....	160-180 "
185 " " .....	140-160 "
182 " " .....	120-140 "
152 " " .....	100-120 "
233 " " .....	80-100 "
302 " " .....	60- 80 "
447 " " .....	40- 60 "
579 " " .....	20- 40 "
880 " " .....	1- 20 "

The number not absent during their enrollment was.....	83
Not tardy.....	2215
Number of cases of readmittance.....	1338

The average number of days belonging to school for each pupil was ninety days. Actual attendance, seventy-five days.

## COST OF TUITION.

The cost of teachers' salaries was as follows:

3 at \$800 per year.....	\$2400
17 " 500 " .....	8500
4 " 400 " .....	1600
5 " 200 " .....	1000
Total cost.....	\$13,500
Cost for each pupil enrolled .....	\$4.05
Cost for each pupil belonging.....	9.00

By reference to page 30, of this report, it will be seen that the average cost of all pupils enrolled in the schools was \$12.80, and for the number belonging \$18.04.

The cost of materials used in the occupations was met by the fee of one dollar per quarter, collected from all excepting the indigent.

#### EDUCATIONAL RESULTS\*.

In reply to a circular sent to the several schools in which the kindergarten had been in progress long enough to enable the teachers to judge of the ability of pupils transferred from it to the ordinary work of the primary school, I have obtained the following statistics. They do not agree in regard to results. In some cases this may be due to inequalities of excellence in the instruction of the kindergarten. During the absence of Miss Blow in Europe, much more stress was laid upon instruction in the "occupations" (*i. e.* weaving, folding, embroidering, cutting, etc.) than upon the "gifts" (*i. e.* mathematical lessons in number and form conducted with the use of blocks of various shapes and sizes). The matter of skill in manipulation in preference to that of theoretical ability in arithmetic was therefore made most prominent, and its results appear very strongly in the ability of the pupils when transferred to the primary school. Miss Blow's pupils excelled in the primary schools because of the intellectual awakening given them in the exercises on the "gifts."

It is not to be supposed (as I remarked in my report of 1873) that the gain in intellectual possessions for children under six years of age will be so great as the training of the will to correct habits. The chief work in the kindergarten is that which gives manual skill and dexterity, taste, and the amenities of life.

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\*Collected at the time this report goes to press, February, 1878.

From a defect in my circular I am not able to give the average ages of the pupils in all cases. Hence, I have omitted this important item altogether.

NAME OF SCHOOL.	No. of pupils in the class who attended Kindergarten.	Average No. weeks that they attended Kindergarten.	Average No. weeks they have attended Primary Schools.	Average No. of weeks' work accomplished.	No. of pupils who have not attended Kindergarten.	Average time attended Primary School (in weeks).	Average No. of weeks' work accomplished.
Bates.....	3	40	14	5	16	18	7
" .....	8	40	20	16	22	18	17
" .....	12	30	30	32	22	28	32
" .....	14	30	30	44	14	46	44
Blow .....	2	42	36	20	13	23	20
" .....	5	25	14	12	14	19	12
" .....	5	20	4	3	13	4	3
" .....	4	39	32	32	19	41	32
" .....	9	24	29	22	15	32	22
" .....	5	33	72	70	18	85	70
" .....	4	32	75	60	12	72	60
" .....	4	26	85	60	20	70	60
" .....	2	42	36	20	13	23	20
" .....	5	25	14	12	14	19	12
" .....	5	20	4	3	13	4	3
DesPeres .....	6	40	18	12	10	18	12
" .....	4	26	20	20	12	18	20
" .....	7	60	21	26	15	24	26
" .....	8	60	48	47	8	47	47
" .....	8	80	59	60	14	60	60
" .....	7	60	60	70	8	73	70
" .....	3	70	73	90	10	81	90
" .....	7	53	81	100	13	69	100
" .....	3	70	72	130	17	86	130
" .....	6	61	73	140	10	75	140
Carroll .....	50	30	19	16	111	17	15
Clay .....	1	5	57	28	16	52	28
" .....	4	17	45	24	17	53	24
" .....	3	14	42	19	18	45	19
" .....	5	25	27	24	11	28	24
" .....	4	16	25	15	7	23	15





Pupils who have not attended the Kindergarten—60 pupils upwards of 7 years of age require an average of 3.14 days per page; 32 pupils, 6 to 7 years of age require an average of 3.25 days per page; 8 pupils under 6 years, require an average of 3.62 days per page.

General comparison—Kindergarten children of 6 or 7 years of age require 87 per cent. of the time required by the others to accomplish a given amount of work.

The following reports from the several schools show the opinions of the teachers in regard to the items: (a) Discipline; (b) Industry; (c) Quality of work in drawing; (d) Writing and making figures; (e) Capacity for learning arithmetic; (f) Attention and interest manifested in the recitation, by children who have come from the Kindergarten.

BATES.—Discipline, very unfavorable. Industry, unfavorable.

Drawing, very much better. Writing, favorable. Arithmetic, favorable. Attention and interest, unfavorable. (Principal attributes the negative results to incapacity of teachers in charge of the Kindergarten.)

BLOW.—Discipline: two teachers report, no difference; and one teacher, less orderly. Industry: two teachers report more; and one, no difference. Drawing, writing and arithmetic: two teachers report, no difference; one, better. Attention and interest: two report, no difference; and one reports, more.

CARROLL.—Kindergarten pupils. Discipline: 19 good; 24 fair; 7 poor. Industry: 16 good; 15 fair; 19 poor. Drawing: 12 good; 16 fair; 22 poor. Writing: 10 good; 12 fair; 28 poor. Arithmetic: 10 good; 16 fair; 24 poor. Attention: 19 good; 20 fair; 11 poor. Other pupils. Discipline: 66 good; 36 fair; 9 poor. Industry: 30 good; 50 fair; 33 poor. Drawing: 30 good; 40 fair;

41 poor. Writing: 27 good; 28 fair; 56 poor. Arithmetic: 29 good; 22 fair; 60 poor. Attention: 50 good; 40 fair; 22 poor.

CLAY.—Discipline: equal (one teacher); well (two teachers). Industry: more (one); unfavorable (two). Drawing: better (one); good (one); unfavorable (one). Writing: decidedly better (one); good (one); moderate (one). Arithmetic: very good (one); good (one); unfavorable (one). Attention: equal, but no better (one); compares well (two).

ELIOT.—Discipline: not better than the others, but no worse; more restless. The liberty of the Kindergarten differs from what we can give them in the primary school. Drawing: Kindergarten children slightly in advance of the others. Capacity for arithmetic and attention and interest: about the same as those of the others. Writing: not quite so good. The children of the Kindergarten average one-half year younger than the others, but have attended Kindergarten thirty-six weeks.

EVERETT.—Discipline: children who attended less than 150 days in the Kindergarten, are ranked 34 per cent. in the discipline; those who attended more than 150 days, 20 per cent.; other children, 46 per cent. Industry: Kindergartners (less than 150 days), 31 per cent.; same (more than 150), 19 per cent.; other children, 50 per cent. Drawing: Kindergartners, 38 per cent. and 24 per cent.; other children, 38 per cent. Writing: Kindergartners, 41 per cent. and 21 per cent.; others, 38 per cent. Arithmetic: Kindergartners, 37 per cent. and 23 per cent.; others, 40 per cent. Attention and interest: Kindergartners, 32 per cent. and 21 per cent.; others, 47 per cent.

FRANKLIN.—Discipline: Restless and noisy; not any more industrious. Drawing, compares favorably. Writing, compares favorably. Arithmetic, no quicker; not any more attentive in recitation.

DESPERES.—Discipline: Not much difference. Industry, about equal, disposition to work good, but lack self-reliance. In the lower grades depend too much upon the personal supervision of the teacher. Drawing, in the lower grades better; not so favorable in the higher grades. Writing, about equal. Arithmetic, better results, especially in division and fractions. They are better reasoners and seem to work more systematically than other pupils. Attention, about equal.

PEABODY.—Discipline—Rather more restless and talkative, (4 teachers;) same as other pupils, (4 teachers. Industry, no difference, (6 teachers; rather irregular, (2 teachers.) Drawing, better, (5 teachers;) no difference, (3 teachers.) Writing, no difference, (5;) better, (3.) Arithmetic, better, (4;) no difference, (4.) Attention and interest, no difference, (6;) apt to be indifferent and restless, (2.)

POPE.—Discipline: Good 25, fair 30, poor 45. Industry, good 22, fair 36, poor 42. Drawing, good 30, fair 30, poor 40. Writing, good 22, fair 25, poor 53. Arithmetic, good 17, fair 22, poor 63. Attention, good 30, fair 30, poor 40.

The above results were obtained first in regard to each individual pupil before being tabulated.

In the Everett school it was found that fifty-three pupils who began school in the year 1876-7, without having attended the Kindergartens, accomplished 79 per cent. of the work required; and that thirty-three of those pupils continued school in the year 1877-78, and have accomplished 93 per cent. of the work required of them. It was found that twenty-six pupils, who commenced school in 1876-7, having previously attended

the Kindergarten, completed 75 per cent. of the work required of them during that year, and 92 per cent. of the work required in 1877-8.

To complete this exhibit I give here a table showing the present status of such pupils of Miss Blow's as are still in our schools. They attended the Des Peres Kindergarten 1873-4 and 1874-5 (some one year and some both years) and entered the primary schools in the fall of 1875-6. Consequently they have been in the regular district school course of study two and one half years at the time of this record. For obvious reasons I substitute numbers for the pupils' names:

Numbers.	Present advancement in district schools.		
	Age.	Grade.	Quarter
1.....	11	VI	II
2.....	10	V	IV
3.....	11	V	II
4.....	9	IV	III
5.....	10	IV	III
6.....	10	IV	III
7.....	10	IV	III
8.....	10	IV	III
9.....	9	III	III
10.....	10	IV	II
11.....	8	III	II
12.....	8	III	.....
13.....	8	IV	II
14.....	8	II	II
15.....	8	II	IV
16.....	7	II	III
17.....	8	II	III
18.....	9	II	IV
19.....	8	II	IV
20.....	7	III	II
21.....	8	III	II
22.....	8	III	II
23.....	8	III	II
24.....	7	III	II

In as much as a grade means a years' work in our schools, it will be seen that the least advanced of these pupils (No. 14) has accomplished one and one half years work (second grade and second quarter) in two and a half years, while the most advanced pupil (No. 1) has reached the middle of the sixth years' work in that time. The average is four years' work in two and one half years' time, making no deduction for absence occasioned by sickness or other causes.

I give here a letter from a mother of one of the children of the above list (No. 2) with unimportant omissions, showing what enthusiastic parents think of the results of the kindergarten:

"Feeling sure that you have a continuing interest in the welfare of the little girls who were in your kindergarten, I want to write you of C——'s very satisfactory progress:

She is now half through the work of her third year in the public schools, and is in the fourth quarter of the fifth grade. She has never been pushed and does all that is required of her with ease. She is not superficial but thorough and desirous of thinking out every step in her lessons for herself. The habit of comparison and independent thought is visible in all her work.

I know from the way in which she retains the salient points of the weekly class exercise in natural history, and on coming home is anxious to follow up the subject and learn more from the cyclopædia or some other source, that her mind has a healthy appetite for knowledge and assimilates that which is good.

And it is in doing unsolicited, at home, so much that is useful and kindly from a love of doing and helping, that I see a result in her character which I unhesitatingly attribute to the training and direction given in your kindergarten. Her hand and eye, and willing feet, are as well controlled as is her mind, and she is easily taught any practical work.

I am profoundly grateful that two years of her young life were passed in the kindergarten, where her activities were aroused to a growth which must be permanent. Other mothers beside myself are grateful for the blessing of the kindergarten. Mrs. —— says that her daughter is invaluable to her younger sisters, for the facility and ingenuity with which she invents plays, dresses their dolls, and shows in all a taste and skill that was awakened in the kindergarten."

In speaking of the educational results of the Kindergarten last year, I alluded to the relation which the unskilled laborer holds to the skilled. The wealth-producing power of skilled labor depends upon the fact that its products are elaborated into forms of beauty and that they present greater complexity. Unskilled labor can do only the coarse work of getting out the raw material and preparing it for the first steps of usefulness. The trite remark that we pay, for manufactures, prices proportioned to the amount of brains mixed with them is true. If the Kindergarten occupations train the muscles of the child, when supple and as yet not formed, in such a manner as to cause them to be obedient servants to the will; if they train the eye to accuracy and develop taste in the selection of shapes for realization; if the Kindergarten gifts develop an early and permanent tendency to mathematical operations; then the Kindergarten is admirably adapted to the purpose of commencing the education of an industrial people. The little stress that was laid during the past year, upon the gift lessons in some of our Kindergartens has, as we have seen by the statistics returned, diminished the theoretical preparation for subsequent school work. This will be corrected in the future work of the Kindergarten. The industrial preparation is not of such a character as to count for anything in our primary school work, but rather adds value and efficiency to pupils' work in practical life.

In our schools, generally, reading is taught with far more success than arithmetic. Our pupils are generally further advanced in reading than in arithmetic. The Kindergarten excludes reading but exercises the pupil's mind in arithmetic and geometry, especially in the lessons on the gifts, while every "occupation" involves so much counting that the pupil must constantly apply what he learns in numbers. It is therefore to be hoped that arithmetic will receive a new impulse from the Kindergarten.

## SCHOOL AGE.

The most important problems yet to be solved relate to the proper age of the pupil for taking up the several studies. From the observations of our teachers it seems generally true that to commence teaching reading with pupils of five years of age is a loss of time, or something worse.

The average pupil who commences school at seven years of age will be farther advanced at nine years than the one who commenced at five years—so far as the district school course of study and discipline is concerned.

There are well marked epochs separating the period of childhood from boyhood or girlhood (the shedding of teeth and the growth of the second set); boyhood or girlhood from youth (puberty), and youth from manhood and womanhood (completion of bodily growth). In the majority of human beings there is a very important epoch of mental emancipation connected with each of the epochs named. An attempt to force the mind into a higher stage of activity before the body is prepared for it may produce a dwarfed development and delay a healthy growth for a long period.\*

Instruction in what is conventional in theoretical education (reading and writing, for example), should not commence till boyhood and girlhood have set in—*i. e.*, seventh year ordinarily. Before this the symbolical stage of education should prevail. The generalizing stage (wherein formulæ take the place of special applications—wherein algebra, grammar,

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\*On this subject, see some valuable remarks in Steiger's *Cyclopædia of Education*, pp. 7 and 8, under the title, "Age in Education." This *Cyclopædia* published during the present year (1877), by E. Steiger, New York, is a great acquisition to English educational literature, and every teacher should have it in his list of reference books.



physical geography, physics, etc., begin—a stage wherein the *form* of a process rather than its contents is the object of attention), should not be taken up in earnest until the completion of boyhood and girlhood (say at the age of thirteen or fourteen).

The Kindergarten is in my opinion chiefly valuable for furnishing an admirable course of training for pupils in the age of childhood, and thereby rescuing that period of rapid formation from the dangers of wrong training upon branches too advanced for its grasp, or the dangers of total neglect in this respect.

The school age as fixed by law in most of the States, is five or six to twenty-one, viz.:

- 5 to 21—Colorado, Delaware, Iowa, Kansas, Minnesota, Mississippi, Nebraska, New York, Virginia (and Missouri, before the adoption of the present Constitution).—9 States.
- 6 to 21—Arkansas, Florida, Illinois, Indiana, Louisiana, North Carolina, Ohio, Pennsylvania, West Virginia.—9 States.
- 5 to 20—Maryland, Michigan, Vermont.—3 States.
- 5 to 17—California.—1 State.
- 5 to 15—Massachusetts, New Hampshire.—2 States.
- 5 to 18—New Jersey.—1 State.
- 4 to 16—Connecticut, Rhode Island.—2 States.
- 4 to 20—Wisconsin, Oregon.—2 States.
- 4 to 21—Maine.—1 State.
- 6 to 20—Kentucky and Missouri (since 1876).—2 States.
- 6 to 18—Texas, Tennessee, Nevada, Georgia.—4 States.
- 6 to 16—South Carolina.—1 State.
- 7 to 21—Alabama.—1 State.

The school age begins at four years in five States; at five years in sixteen States; at six years in sixteen States; at seven years in one State.

In Prussia, the school age is five to fourteen years; in France, seven to thirteen years; in Switzerland, six to thirteen years; in England, three to eighteen years. In the latter

country the epoch of childhood (which comes after the period of infancy, and is marked physically by the ability of the child to run about—and mentally by his acquisition of the ability to talk), is taken as the beginning of school age.\*

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\*In "The Free School System of the United States," by Francis Adams, secretary of the National Education League (London: Chapman & Hall, 1875), page 96—122, is to be found much interesting matter on this subject. Mr. Adams' work on our School System, although the work of a foreigner, must be pronounced to be by far the most accurate and complete account of the American school system that has yet appeared. It stands in remarkable contrast to most other English books on the same subject, and startles us by its completeness in comparison with any of the native attempts to present our public school system.



## PRIMARY READING.

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The irregularities in English orthography are, as is well known, the cause of a wide departure on the part of our elementary education from what exists in other countries where English is not spoken. In Germany or Italy the child can correctly spell any word he hears, or pronounce any word he sees, after he becomes familiar with the powers of the letters of his alphabet. Hence the foreigner spends a very small portion of his time in learning to spell his own language, while, if he would learn to spell our English language correctly, he must give years of study to it. And what is worst of all, this study is only an exercise of the memory and not a cultivation of the reason or of the power to think. There are few general principles or suggestive analogies to lighten the burden. The American child must spend a large portion of his school days learning, one by one, the peculiar combinations of the written words of his language.

It is found to be a great saving of time to learn to read by a phonetic alphabet first, and then change to the ordinary alphabet by degrees. The modified alphabet invented by Dr. Edwin Leigh\* has now been in use with us eleven years and still gives as great satisfaction as in the first years of its adoption. It is

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\* The new impulse given to the question of phonetics, by the report of the American Philological Association, has created much interest in our St. Louis method of teaching to read. I give here a page of the second book or Primary Reader used (Published by Messrs. Van Antwerp, Bragg & Co., of Cincinnati.)

*100 Eclectic Primary Reader.*

and jump and frisk about' as though he were very happy, as no doubt he is.

6. One day Dash came trotting up stairs with a fine large pear in his mouth.

7. He held it by the stem, and looked up at James, as much as to say, "Dear master, I have got something very nice for you."

8. James rose up in the bed, and reached out his hand for the pear. Dash gave it to him, and as James said, "Thank you, Dash," the dog barked, as much as to say, "You are very welcome," and bounded out of the room.

9. Is not Dash a fine dog? I am sure James will be kinder to him than ever when he gets well.

desirable that the child who is just commencing his education should have something consistent and logical, methodical and philosophical, to employ his mind upon, rather than something without either analogy or system; for these first impressions have sometimes the power to change and fix the whole bent of the mind. By Dr. Leigh's system the child has an alphabet in which each character represents one sound uniformly. Its only defect is that it has more than one character for the same sound. This would be a defect in a perfect alphabet; but in an alphabet designed merely as an introduction and preparatory step for the ordinary spelling, it is a great advantage. With this modified alphabet of Dr. Leigh we find (as I have reported in former years) the following advantages:

1. Gain in time—a saving of one year out of the two years usually occupied in learning to call off easy words at sight.
2. Distinct articulation, the removal of foreign accent and of local and peculiar pronunciations.
3. The development of logical power of mind in the pupil. He can safely be taught to analyze a word into its sounds and to find the letters representing them, whereas, with the ordinary orthography it is an insult to his reason to assure him that a sound is represented by any particular letter. Hence, analytical power is trained instead of mere memory, from the day of his entrance into school—and analytic power is the basis of all thinking activity.

Within the past two years the American Philological Association has taken up the question of a phonetic alphabet, and appointed a committee to report upon it. Not willing to recommend and support such sweeping changes as the phoneticians of thirty years ago recommended and supported to no purpose, they have adopted a report setting forth certain slight

modifications which may be adopted without incurring any of the objections usually made, while they cover all of the essential advantages.

The committee to whom was entrusted the selection and recommendation of modifications in letters and orthography, consisted of Messrs. F. A. March (one of the leading Anglo-Saxon scholars of the world to-day, who has applied Bopp's method and principles to our parent tongue), W. D. Whitney (well known in both hemispheres as a comparative philologist and Sanscrit scholar), and S. S. Haldemann (distinguished comparative philologist and investigator of our Indian languages).

Doubtless it will be found of general advantage to introduce the alphabet that will be adopted by the American Philological Association into primary schools as a transition alphabet by which to learn to read the current orthography.

The renewed interest in this subject leads to many inquiries from different parts of the country regarding the nature and success of our work. I have, therefore, given this brief notice of it here.

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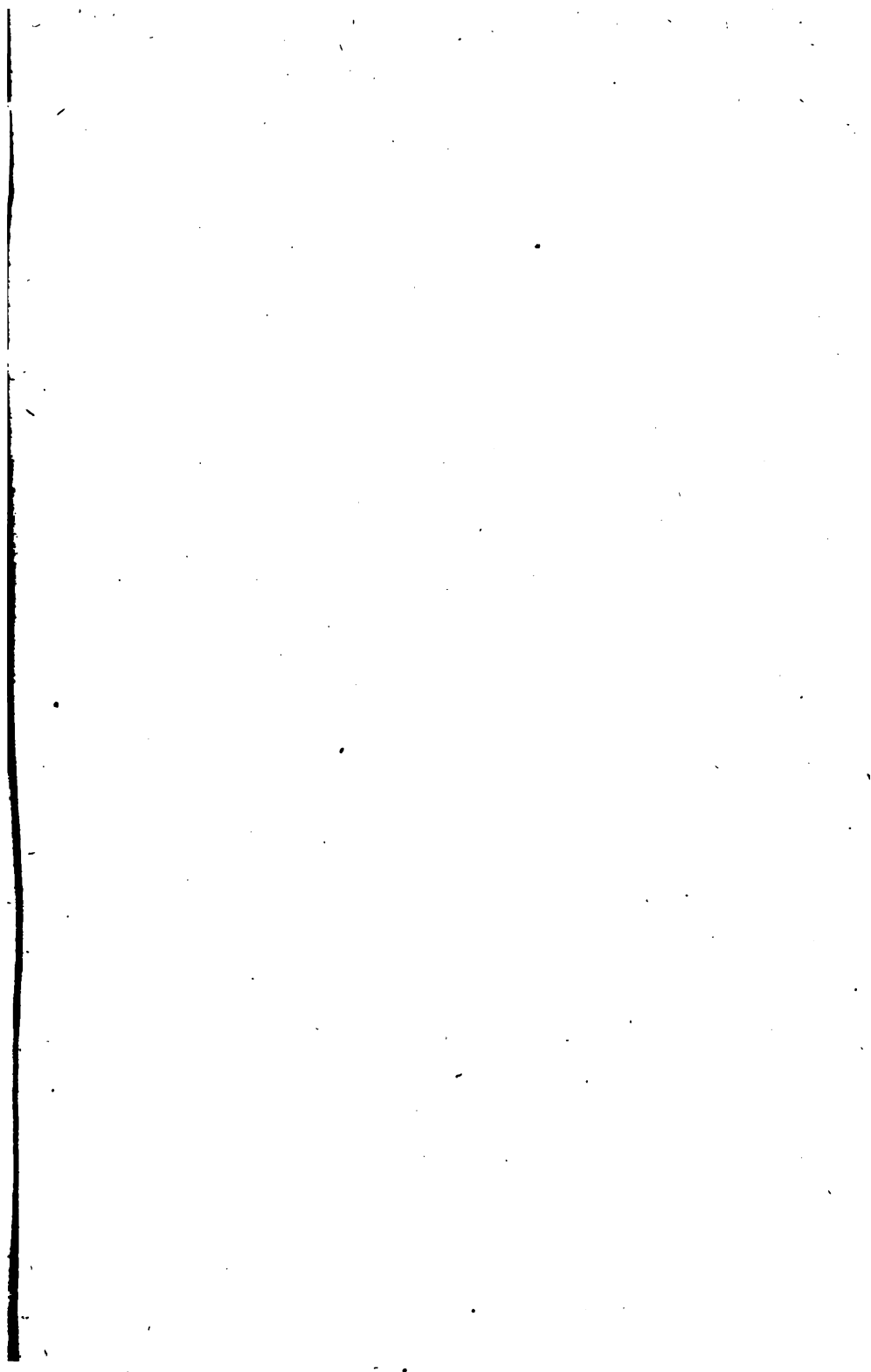
The above report is herewith respectfully submitted.

WM. T. HARRIS,  
*Superintendent.*











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# APPENDIX.

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# ANNUAL REPORT OF SECRETARY, FOR 1876-7.

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*Office of the Board of the St. Louis Public Schools, }  
St. Louis, August 1, 1877.*

*To the Honorable the Board of President and Directors of the  
St. Louis Public Schools :*

GENTLEMEN.—The Annual Reports of the Secretary for the fiscal year ending July 31, 1877, are herewith submitted.

1. BILLS RECEIVABLE, on hand July 31, 1877.
2. RECEIPTS AND EXPENDITURES during the year, from August 1, 1876, to July 31, 1877, both days inclusive.
3. BALANCE SHEET for the year ending July 31, 1877.
4. SCHOOL EXPENSES PROPER for the year ending July 31, 1877.
5. REAL ESTATE AND IMPROVEMENTS for school purposes belonging to the Board, July 31, 1877.
6. LIST OF UNLEASED LANDS belonging to the Board, July 31, 1877, for revenue purposes.
7. LIST OF LEASED LANDS belonging to the Board, July 31, 1877, for revenue purposes.

MILTON H. WASH,  
*Secretary.*

## Bills Receivable on Hand, July 31, 1877.

DATE OF NOTE.	BY WHOM GIVEN.	TIME.	ON WHAT ACCOUNT.	AMOUNT.
1869, May .....	21 W. D. Spore .....	2 years.	Sale of Sixteenth Section.....	378 75
1869, " .....	21 " .....	3 " "	" " .....	378 75
1872, March .....	1 Wm. C. Bold .....	4 " "	Lots 29 and 30, Block 200.....	308 93
1872, " .....	1 " .....	5 " "	" " .....	292 40
1872, " .....	1 " .....	5 " "	" " .....	135 01
1872, " .....	1 Dan. O'Connor .....	2 " "	E $\frac{1}{2}$ 1, Walnut Hill Add.....	103 33
1872, " .....	1 Wm. McCormack .....	3 " "	W $\frac{1}{2}$ 38, " .....	98 33
1872, " .....	1 " .....	4 " "	" " .....	93 33
1872, " .....	1 " .....	5 " "	" " .....	88 35
1873, January .....	31 Isaac Russick .....	2 " "	16 ft. 8 in. Block 70, W.....	972 00
1873, July .....	14 Richard Garstang .....	60 months.	11, 12 and 13, Block 47.....	723 23
1873, " .....	14 " .....	66 " "	" " .....	51 66
1873, " .....	14 " .....	72 " "	" " .....	697 40
1873, " .....	14 " .....	78 " "	" " .....	25 83
1873, " .....	14 " .....	84 " "	" " .....	671 57
1873, February .....	14 Pat Doyle .....	4 years.	W $\frac{1}{2}$ 24, Walnut Hill Add.....	31 46
1873, " .....	14 " .....	5 " "	" " .....	110 41
1873, " .....	14 St. Louis & Iron Mountain R. R. Co. ....	4 " "	Block 854 and pt. 855.....	3,400 00
1873, " .....	14 " .....	5 " "	" " .....	6,400 00
1873, " .....	14 " .....	6 " "	" " .....	6,400 00
1873, " .....	14 " .....	7 " "	" " .....	6,400 00
1873, " .....	14 " .....	8 " "	" " .....	6,400 00
1873, " .....	14 " .....	9 " "	" " .....	6,400 00
1873, " .....	14 " .....	10 " "	" " .....	6,400 00
1873, " .....	14 " .....	10 " "	" " .....	80,000 00
1873, " .....	11 Ferd. Schueddig .....	5 " "	Lot 6, Block 202.....	441 70
1873, " .....	11 Henry Hutchinson .....	3 " "	E $\frac{1}{2}$ 26, Walnut Hill Add.....	98 33
1873, " .....	11 " .....	4 " "	" " .....	93 33
1873, " .....	11 " .....	5 " "	" " .....	88 35

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1873, July.....	8	Henry Stuckteed.....	4 years.	Lots 11 and 12, Block 200.....	513 33
1873, ".....	8	".....	5 "	".....	485 85
1873, August.....	12	John Behan.....	5 "	Lot 12, Survey 3003.....	132 50
1873, ".....	26	James Sannett.....	4 "	Lot 10, Block 200.....	233 33
1873, ".....	26	".....	4 "	".....	220 83
1873, November.....	11	Pat Manion.....	4 "	E. 1/4 40, Walnut Hill Add.....	93 33
1873, ".....	11	".....	5 "	".....	88 35
1873, December.....	9	Rich. Garstang.....	4 "	Lots 9 and 10, Block 47.....	536 66
1873, ".....	9	".....	5 "	".....	507 91
1873, November.....	11	John Loyd.....	2 "	Lot 3, Survey 3003.....	135 00
1873, ".....	11	".....	3 "	".....	147 50
1873, ".....	11	".....	4 "	".....	140 00
1873, ".....	11	".....	5 "	".....	132 50
1873, December.....	9	John Zakowsky.....	4 "	Lots 7 and 8, Block 200.....	466 66
1873, ".....	9	".....	5 "	".....	441 66
1873, ".....	9	Geo. Glassner.....	4 "	Lot 25, Block 884.....	210 00
1873, ".....	9	".....	5 "	".....	198 75
1874, January.....	13	Phil Firmbach.....	4 "	Lot 13, and Block 892.....	230 00
1874, ".....	13	".....	5 "	".....	265 00
1873, November.....	11	John F. Rhode.....	4 "	Lot 8, Doll's Subdivision.....	93 33
1873, ".....	11	".....	5 "	".....	88 35
1874, March.....	10	David L. Anderson.....	4 "	Lots 13 and 14, Block 884.....	300 53
1874, ".....	10	".....	5 "	".....	284 45
1874, July.....	14	Ann Cavanaugh.....	4 "	Lot 12, Doll's Subdivision.....	93 33
1874, ".....	14	".....	5 "	".....	88 33
1874, August.....	11	Pat Reedy.....	3 "	Lot 9, Doll's subdivision.....	32 50
1874, ".....	11	".....	4 "	".....	140 00
1874, ".....	11	".....	5 "	".....	132 50
1874, July.....	14	Jas Walsh.....	3 "	Lot 14, Survey 3003.....	147 50
1874, ".....	14	".....	4 "	".....	140 00
1874, ".....	14	".....	4 "	".....	132 50
1874, September.....	18	G. H. Timerman.....	3 "	Pt. Block 47, and 587 N.....	2,195 20
1874, ".....	18	".....	4 "	".....	2,077 60
1874, August.....	11	John Walsh.....	4 "	Lot 8, Survey 3003.....	140 00
1874, ".....	11	".....	5 "	".....	132 50



## Bills Receivable on Hand, July 31, 1877.—(Continued.)

DATE OF NOTE.	BY WHOM GIVEN.	TIME.	ON WHAT ACCOUNT.	AMOUNT.
1875, April .....	13 R. Stuecker .....	3 years.	Lot 4, block 883 .....	172 08
1875, " .....	13 " .....	4 " .....	" " .....	163 33
1875, " .....	13 " .....	5 " .....	" " .....	154 60
1875, June .....	8 St. Louis Cotton Compress Company ..	1 " .....	Part block 859 .....	773 65
1875, " .....	8 " .....	2 " .....	" " .....	773 65
1875, " .....	8 " .....	3 " .....	" " .....	773 65
1875, " .....	8 " .....	4 " .....	" " .....	13,667 82
1875, " .....	8 Robert Greene .....	2 " .....	Lots 31 and 32, block 2305 ..	310 00
1875, " .....	8 " .....	3 " .....	" " .....	295 00
1875, " .....	8 " .....	4 " .....	" " .....	280 00
1875, " .....	8 " .....	5 " .....	" " .....	265 00
1875, September ..	6 Johanna Hampe .....	5 " .....	Lot 11, survey 3003 .....	324 65
1875, December ..	14 Pat Fogarty .....	4 " .....	" " .....	140 00
1876, " .....	14 " .....	5 " .....	" " .....	132 50
1876, January .....	11 Bridget Rogan .....	1 " .....	Lot 5, " .....	54 00
1876, " .....	11 " .....	2 " .....	" " .....	155 00
1876, " .....	11 " .....	3 " .....	" " .....	147 50
1876, " .....	11 " .....	4 " .....	" " .....	140 00
1876, " .....	11 " .....	5 " .....	" " .....	132 50
1876, " .....	11 David Shaw .....	2 " .....	Lot 13, " .....	155 00
1876, " .....	11 " .....	3 " .....	" " .....	147 50
1876, " .....	11 " .....	4 " .....	" " .....	140 00
1876, " .....	11 " .....	5 " .....	" " .....	132 50
1876, March .....	14 Pat Graham .....	1 " .....	Lot 4, block 1837 .....	162 50
1876, " .....	14 " .....	2 " .....	" " .....	155 00
1876, " .....	14 " .....	3 " .....	" " .....	147 50
1876, " .....	14 " .....	4 " .....	" " .....	140 00
1876, " .....	14 " .....	5 " .....	" " .....	132 50
1876, April .....	11 Pat Gahan .....	2 " .....	Lots 9 and 30, block 1837 ..	130 00

1876, April.....	11 Pat. Gahan.....	3 years.	Lots 9 and 30, Block 1837.....	295 00
1876, ".....	11 ".....	4 " "	" " ".....	280 00
1876, ".....	11 ".....	5 " "	" " ".....	265 00
1876, May.....	9 E. Gottlieb Raaf.....	2 " "	Lot 18 and pt. 17, Block 200.....	126 60
1876, ".....	9 ".....	3 " "	" " ".....	120 48
1876, ".....	9 ".....	4 " "	" " ".....	114 35
1876, ".....	9 ".....	5 " "	" " ".....	108 22
1876, October.....	10 Sarah Dwyer.....	4 " "	Lot 16, Survey 3003.....	128 72
1876, ".....	10 ".....	5 " "	" " ".....	216 40
1877, January.....	14 Tobias Lorey.....	2 " "	Lot 2, Block 892.....	183 83
1877, ".....	14 ".....	3 " "	" " ".....	173 08
1877, ".....	14 ".....	4 " "	" " ".....	163 33
1877, ".....	14 ".....	5 " "	" " ".....	154 60
1877, ".....	14 Henry Schaaf.....	1 " "	Lot 15, Survey 3003.....	182 00
1877, ".....	14 ".....	2 " "	" " ".....	173 60
1877, ".....	14 ".....	3 " "	" " ".....	165 20
1877, ".....	14 ".....	4 " "	" " ".....	156 80
1877, ".....	14 ".....	5 " "	" " ".....	148 40
1877, August.....	1 J. G. McClellan.....	Pastdue.	T 45, R 7 School Loan.....	1,630 00
1885, March.....	23 Vincent Henderson.....	" "	" " ".....	3,000 00
1887, September.....	16 James Ryan.....	" "	" " ".....	700 00
1888, February.....	10 John S. & J. W. Stevens.....	" "	" " ".....	800 00
1889, March.....	21 John M. Dutro.....	" "	" " ".....	1,175 00
1889, October.....	18 Ben. S. Anderson.....	" "	" " ".....	1,500 00
1889, November.....	5 G. W. Link & Josh. Hickman.....	" "	" " ".....	1,200 00
1889, ".....	5 Leon DeLisle.....	" "	" " ".....	500 00
1889, ".....	8 Steph. D. Morgan.....	" "	" " ".....	1,000 00
1870, September.....	12 W. H. Gummertell.....	" "	" " ".....	11,000 00
1871, July.....	21 Jas. W. Link.....	" "	" " ".....	3,000 00
1872, October.....	17 John F. Quisenberry.....	" "	" " ".....	3,000 00
1872, November.....	8 Lorenzo D. Votaw.....	" "	" " ".....	4,000 00
1873, February.....	22 Edw. Fitzgerald.....	" "	" " ".....	1,200 00
1875, May.....	24 Edw. J. Gay.....	" "	" " ".....	3,291 08
1876, January.....	27 Wm. F. Taylor.....	" "	" " ".....	13,700 00
1876, July.....	15 Ellen & F. J. Smith.....	" "	" " ".....	458 00

*Bills Receivable on Hand July 31st, 1877.—(Continued.)*

DATE OF NOTE.	BY WHOM GIVEN.	TIME.	ON WHAT ACCOUNT.	AMOUNT.
1868, June.....	15 Thos. Thomas.....	Past Due.	T. 45, 7 R. School Loan.....	900 00
1868, August.....	27 Levi De Foe.....	"	"	1600 00
1868, June.....	19 Vincent Henderson.....	"	"	543 75
1867, October.....	25 John H. Tice.....	"	"	65 00
1871, June.....	14 Thos. R. Allen.....	"	"	1753 65
1771, August.....	19 Hubert Vossen.....	"	"	478 37
1872, March.....	13 Thos. Mosley.....	"	"	497 88
1873, December.....	31 Edward James.....	"	"	788 72
1876, September.....	23 Benj. F. Buchanan.....	"	"	3000 00
1877, May.....	8 Mary Donovan.....	5 years.	Lot C. Block 583, W.....	282 66
Total.....				223,777 38

## APPENDIX.

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*Receipts and Expenditures of the St. Louis Public Schools for the year ending July 31, 1877.*

RECEIPTS.		EXPENDITURES.	
From balance in the treasury, August 1, 1876.....	\$74,786 76	For Insurance.....	\$ 1,490 25
" Rents collected.....	47,006 28	" Interest.....	653 97
" Bills payable (borrowed money).....	40,000 00	" Bills payable.....	85,760 00
" Bills receivable.....	42,003 59	" Rent.....	3,469 18
" Interest.....	5,227 80	" Fuel.....	14,428 91
" Real estate for revenue.....	756 63	" Gas.....	4,651 05
" County Collector.....	795,438 74	" Furniture.....	7,577 81
" Taxes refunded.....	175 60	" Expense.....	12,023 21
" Furniture sold.....	173 35	" Supplies.....	12,294 17
" State School Fund.....	131,946 05	" Repairs.....	28,334 81
" Thirteenth Ward.....	713 76	" Improvements and real estate.....	152,357 97
" Tuition.....	4,118 00	" Janitors.....	48,453 80
" Supplies refunded.....	400 00	" Officers.....	26,598 35
" Damages for opening streets.....	48 88	" Teachers.....	564,478 25
" Fines.....	362 00	" Cleaning vaults.....	997 77
" School monies—		" Special tax.....	1,977 74
of T. Papin, collector.....\$ 7,406 40		" Public School Library.....	13,400 00
of H. Rechten, Co. Treas..... 12,725 67		" Contingent Fund.....	300 00
of R. E. Rombauer (Dist. 5, 46-7), 1,729 09		" General tax.....	2,017 09
" Expenses.....	166 70	" Warrants, T. 45-7.....\$5,688 61	
" Repairs.....	9 20	" Warrants, cut District..... 7,063 86	
		" State School Fund, paid T. T. January, Co. Treas..... 8,029 41	
		" Printing.....	4,784 65
		" Thirteenth Ward taxes refunded.....	1,000 00
Total.....	\$1,165,194 48		1,007,830 86
		Balance in the Treasury, August 1, 1877.....	\$ 157,363 62

(21)

## BALANCE SHEET for the year ending July 31, 1877.

ACCOUNTS.	Ledger—Balances.		Receipts & Expenditures.		Assets and Liabilities.	
	Debit.	Credit.	Debit.	Credit.	Assets.	Liabilities.
<b>ASSETS.</b>						
Real Estate for revenue	\$ 1,272,187 75		756 63		\$ 1,272,187 75	
E. E. for Sch'l purposes	2,537,692 08			152,357 97	2,537,692 08	
Balliff (rent bills)	15,410 12		47,006 28		15,410 12	
G. M. Fichtenkam	796 49				796 49	
Public School Library	71,190 80			13,400 00	71,190 80	
Contingent Fund	162 54			300 00	162 54	
Co. Collector (taxes)	302,405 26		795,438 74		302,405 26	
Conrad Doll	289 05				289 05	
Taxes due from tenants	8,558 38		175 60	2,017 09	8,558 38	
Bills Receivable	223,777 38		42,008 59		223,777 38	
Missouri State Bonds	56,646 64				56,646 64	
Town p 45, Range 6 Dist	912 13				912 13	
45, " 7 " 2	1,623 91				1,623 91	
Cash in Treasury	157,363 62				157,363 62	
<b>LIABILITIES.</b>						
Bills Payable		601,260 00	40,000 00	85,760 00		601,260 00
Due on Contracts		60,252 00				60,252 00
Payments maturing	60,252 00					
Sinking Fund to pay		93,043 00				
Bonded Debt						
Bills Payable maturing	93,043 00					
<b>REVENUE.</b>						
Damages for st. openings		48 86	48 86			
Fines coll. from Const's		362 00	362 00			
Gen'l & Delinquent tax		786,237 37				
Interest		4,620 04	5,227 80	653 97		
Township 45, Range 7		91,669 56		5,688 61		
Rents maturing		52,192 82				
Taxes, 1876		117,704 07				
Taxes Delinquent		184,764 19				
Tuit'n non-resid. pupils		4,118 00	4,118 00			
Sundries Sch'l Dist. annexed to City by adoption Scheme & Charter		17,371 08	21,861 16			
State School Funds		120,173 08	131,946 05	11,772 97		
<b>EXPENSES.</b>						
Cleaning Vaults	997 77			997 77		
Expense [general]	12,276 01		166 70	12,023 21		
Fuel	14,428 91			14,428 91		
Gas	4,651 05			4,651 05		
Furniture	7,404 46		173 35	7,577 81		
Insurance	1,490 25			1,490 25		
Janitors' Salaries	48,453 80			48,453 80		
Officers'	26,298 35			26,598 35		
Teachers'	564,478 25			564,478 25		
Printing	4,784 65			4,784 65		
Rent of School houses	5,462 90			3,462 90		
Repair, Acct.	28,325 61		9 20	28,334 81		
Supply	11,894 17		400 00	12,294 17		
Special Taxes	1,977 74			1,977 74		
18th Ward tax. refunded	1,000 00		713 76	1,000 00		
Cut. Dist. Warrants paid				3,320 30		
St. Louis Public Schools		3,402,719 05				
	\$ 5,536,535 07	\$ 5,536,535 07	\$ 1,090,407 72	\$ 1,007,838 86		
Cash on hand belonging to Bonded Debt				93,043 00		
Sinking Fund						
Cash on hand in excess of last year			82,576 86			
Net revenue over expenses				72,102 72		
			\$ 1,172,984 58	\$ 1,172,984 58		
<b>Assets over Liabilities</b>						3,987,504 15
					\$ 4,649,016 15	\$ 4,649,016 15

*Detailed Statement of the Expenses of each School for the Year ending July 31, 1877.*

Name of Schools.	Teachers' Salaries.	Janitors' Salaries.	Repairs.	Supplies.	Sundries.	Furniture.	Fuel and Light.	Cleaning Vails.	Rent.	TOTAL.
Normal	\$ 13,660 15	\$ 710 00	\$ 350 11	\$ 502 32	\$ 40 50					\$ 15,263 08
High	21,220 90	890 00	825 48	94 69	73 00					23,792 52
Br. High No. 1.	9,905 75	710 00	211 13	94 60	42 50	7 74	680 71			10,963 98
" " 2	9,517 55			17 23						9,534 78
" " 3	7,264 00			109 25						7,373 25
" " 4	5,978 35			72 08						6,048 43
" " 5	4,977 55			14 47						4,992 02
Ames	11,824 05	968 75	396 56	99 24	74 90	28 00	91 45			13,482 95
Ashland	875 00	60 00		3 32						939 53
Baden	202 50	17 50		2 23						222 23
Bates	10,554 35	890 00	679 31	449 66	16 77	69 50	228 22			12,887 81
Benton	12,283 50	890 00	418 46	77 79	60 45	439 00	250 79			14,419 99
Benton Station	191 25	25 65	28 00	35						245 25
Blow	6,985 25	895 00	269 42	87 16	12 00		148 46	100 00	115 60	8,612 89
Carondelet	10,240 55	890 00	308 54	329 61	26 45		337 86	108 50		12,241 51
Carr	7,715 40	655 00	517 47	56 11	45 30		132 66			9,121 94
Carr Lane	15,544 50	890 00	591 50	172 41	71 05		255 62			17,525 08
" Primary		360 00	315 10		1 50		56 65			733 25
Carroll	16,317 00	1,030 00	805 55	299 26	67 40		295 74			18,814 95
" Primary		220 00	133 69			250 00			1,000 00	1,603 69
Charles	7,044 90	655 00	207 48	51 73	10 63		226 34			8,196 08
Cheltenham	435 00	36 00	14 71	11 65	1 50					498 86
Chouteau	7,462 85	595 00	701 43	84 17	49 47		229 97			9,122 89
Clark	272 31				17 82	45				296 54
Clay	14,943 65	1,135 00	644 44	394 67	56 22	150 00	283 17			17,607 15
Clinton	13,154 05	890 00	678 92	329 26	133 00	3 00	230 85	36 24		15,455 32
" Branch		95 00	80 45		17 50	744 85	98 07			1,035 87

*Detailed Statement of the Expenses of each School for the Year ending July 31, 1877.—Continued.*

Name of Schools.	Teachers' Salaries.	Janitors' Salaries.	Repairs.	Supplies.	Sundries.	Furniture.	Fuel and Light.	Cleaning Vaults.	Rent.	Totals.
Compton.....	\$ 2,668 05	355 00	180 70	13 85			145 49	81 70		\$ 3,444 79
Cote Brilliance...	1,752 50	180 00	8 00	1 08			83 73			2,026 91
Des Peres.....	2,554 15	367 50	195 33	116 89	9 95	15 00	50 40	57 81		3,367 08
Divoll.....	12,413 75	945 00	741 03	320 08	64 47	85 70	301 84			14,871 87
Dodier.....	2,929 00	355 00	156 35	10 56	4 40		28 79		250 00	3,734 10
Douglass.....	8,052 55	890 00	466 21	83 86	26 95	14 00	257 82			9,791 39
Eads.....	6,697 30	595 00	398 07	45 41	46 26	32 15	176 52			7,990 71
Eliot.....	11,314 60	890 00	376 01	434 19	49 93	8 50	160 03			13,239 26
Elleardville.....	1,503 25	130 00	8 00							1,641 25
Everett.....	13,726 60	1,135 00	1,395 59	450 61	77 08	19 35	300 08			17,104 31
Franklin.....	14,351 20	1,250 00	904 78	348 59	73 90	148 10	285 23			17,361 80
Franklin branch.	6,372 95	655 00	133 20		22 55		137 90			7,321 60
Gamble.....	6,129 40	530 00	329 24	54 68	27 25		141 79			7,212 36
Gardenville.....	262 50	20 40	5 71	35			11 64			300 60
Grandview.....	146 25	25 00	61 76	10 33						243 34
Gravvis.....	3,575 30	355 00	1,106 02	15 91		23 60	332 32			5,408 15
Hamilton.....	8,205 65	710 00	253 56	485 96	6 80	110 00	390 92			10,162 89
Humboldt.....	13,137 30	1,015 00	1,248 48	342 46	55 90	93 15	396 97			16,289 26
Irwing.....	9,971 00	890 00	573 84	289 36	7 82	28 00	541 08	27 00		12,328 10
Jackson.....	6,718 65	655 00	1,065 13	161 81	45 75		124 58	234 25		9,005 17
Jefferson.....	8,286 20	668 75	76 22	75 45	83 40		174 94			9,364 96
Jefferson branch.	4,952 30	535 00	60 75		29 31		57 50		3,200 00	8,834 86
Laclede.....	12,363 45	890 00	496 68	64 11	70 20		319 47			14,203 91
Lafayette.....	12,968 00	890 00	810 32	98 28	48 20	90	266 35			15,079 05
Lincoln.....	11,477 15	890 00	490 22	33 61	49 32		182 01			13,122 31
Lowell.....	395 00	40 00	1 21	2 46						438 67
Lyon.....	13,901 35	1,086 25	547 93	173 08	40 40	441 45	318 85			16,509 31
Madison.....	13,094 50	1,127 50	1,800 21	462 55	80 93	223 95	244 97		497 30	22,531 91
Maramec.....	2,868 40	355 00	260 48	23 53	2 72		122 81	80 00		3,712 94
Oak Hill.....	472 00	43 00		6 49			6 1 23			533 85

# APPENDIX.

xiii

O'Fallon .....	15,386 50	1,130 00	883 48	275 23	66 82	21 20	408 91	.....	18,172 14
Peabody .....	11,007 45	1,176 25	1,317 66	483 29	74 35	1282 45	824 44	.....	16,182 89
Penrose .....	5,195 15	517 50	441 79	49 85	6 70	48 20	173 87	.....	6,433 06
Pestalozzi .....	7,396 85	585 00	1,146 81	94 64	66 80	.....	110 80	.....	9,400 90
Pope .....	11,500 45	890 00	472 90	488 79	41 04	50 30	345 35	.....	13,788 83
Rock Spring .....	1,091 65	100 00	13 96	1 04	.....	.....	143 85	.....	1,350 50
Shaw .....	776 25	60 00	.....	6 58	.....	.....	12 18	.....	855 01
Shepard .....	7,157 45	655 00	399 45	49 29	42 75	.....	124 91	.....	8,488 85
Stoddard .....	11,984 80	1,360 00	756 58	165 27	79 07	125 30	391 20	60 00	14,862 02
Webster .....	12,670 75	890 00	722 92	241 04	54 35	56 00	331 81	.....	14,966 87
New Webster .....	9,616 55	871 25	640 91	193 85	15 50	236 20	202 75	.....	11,777 01
Sumner High .....	8,233 15	895 00	755 01	98 66	35 54	.....	287 45	.....	10,359 93
No. 2 .....	3,143 65	272 50	393 70	63 06	16 20	.....	118 19	.....	4,007 30
No. 3 .....	208 25	137 50	219 78	58 02	28 00	28 00	14 35	.....	693 90
No. 4 .....	2,710 25	272 50	116 18	19 68	40 30	.....	117 88	.....	3,276 79
No. 5 .....	1,117 00	235 00	77 10	15 62	25 50	.....	34 11	48 00	1,952 33
No. 6 .....	1,376 25	165 00	93 16	17 35	11 70	.....	52 98	40 50	1,756 94
No. 7, Reck. Spr. ....	315 00	35 00	.....	.....	.....	.....	28 07	.....	378 07
No. 8, Elleardav. ....	160 00	40 00	4 21	25 18	.....	.....	.....	.....	239 39
No. 9, Lowell .....	100 00	10 00	.....	65	.....	.....	.....	.....	110 65
Music, Drawing .....	7,813 65	.....	.....	.....	.....	.....	.....	.....	7,813 65
Total Exp. D. S. ....	\$545,897 20	\$42,551 11	\$30,785 59	\$9,826 49	\$2,343 07	\$4,784 04	12,868 00	\$5,462 90	\$655,464 53
Total Exp. N. S. ....	18,581 05	900 00	.....	201 97	.....	.....	1,915 90	.....	21,698 92
Grand Total .....	\$564,478 25	\$43,451 11	\$30,785 59	\$10,028 46	\$2,343 07	\$4,784 04	\$14,783 91	\$5,462 90	\$677,063 45



*Real Estate & Improvements for School purposes, July 31, 1877.*

NAME OF SCHOOL.	WHERE LOCATED.	Estimated Value of Ground.	Estimated Value of Houses and Furniture.	TOTAL.
Pub. Sch. Pol. Bldg.	Corner 7th and Chestnut Sts.	60,000 00	365,245 07	*425,245 07
High.....	Corner 15th and Olive Sts.	35,000 00	41,469 98	76,469 98
Ames.....	Hebert St. bet. 13th and 14th.	13,000 00	53,313 56	66,313 56
Ashland.....	Bridgeton rd. 1 m. w. of Fair Gr	2,000 00	10,600 00	12,600 00
Bell avenue.....	Bell Av. 1/2 m. w. of Grand av.	4,000 00	11,100 00	15,100 00
Benton, new.....	Corner 9th and Locust Sts.	40,000 00	38,288 30	78,288 30
Benton Station.....	Manchester rd. nr. Benton Sta.	500 00	2,000 00	2,500 00
Blow.....	Cor. 5th St. and Loughboro Av.	5,000 00	9,849 87	14,849 87
Baden.....	Baden P. O.	800 00	800 00	1,600 00
Bates.....	Collins St. in block 690.	17,571 00	37,720 32	55,291 32
Carondelet.....	Corner 3d and Hurek Sts.	2,500 00	33,984 64	36,484 64
Carr.....	Corner 16th and Carr Sts.	7,300 00	4,092 77	11,392 77
Carr Lane.....	S. W. corner 24th and Carr Sts	10,000 00	39,794 01	49,794 01
Carr Lane Primary.....	N. W. corner 24th and Carr Sts	7,500 00	3,000 00	10,500 00
Carroll.....	Corner Carroll and Buel Sts.	10,000 00	44,062 20	54,062 20
Charles.....	Kingsbury St. nr. Gravois rd.	3,000 00	15,662 85	18,662 85
Cheltenham.....	Cheltenham Station, P. R. R.	1,000 00	3,250 00	4,250 00
Chouteau.....	Chouteau Av. nr. Summit Av.	3,000 00	9,521 38	12,521 38
Clark.....	7th bet. Hickory and Labadie	9,000 00	3,000 00	12,000 00
Clay.....	Corner 10th and Farrar Sts.	10,000 00	23,619 65	33,619 65
Clinton.....	Grattan St. nr. Hickory	11,000 00	45,290 63	56,290 63
Clinton Primary.....	E. S. Grattan nr. Hickory St.	7,319 00	15,921 60	23,270 60
Compton.....	Henrietta bet. Arkansas & Ills.	3,500 00	14,329 01	17,829 01
Cote Brilliant.....	Kennedy rd. N. of St. Chas R. rd.	4,000 00	20,000 00	24,000 00
Douglass.....	Cor. 11th and Howard Sts.	11,300 00	47,232 00	58,532 00
Divoll.....	Dayton St. in block 1007.	13,040 00	39,060 84	52,100 84
DesPeres.....	Cor. Ills. and 4th Sts.	7,000 00	11,136 00	18,136 00
Eads.....	Cor. 15th and Pine Sts.	15,000 00	9,310 73	24,310 73
Elleardsville.....	Elleardsville P. O.	3,000 00	20,000 00	23,000 00
Eliot.....	15th bet. Market St. & Clark av.	25,000 00	39,411 05	64,411 05
Everett.....	8th St. bet. O'Fallon & Cass av.	11,000 00	13,753 33	24,753 33
Franklin.....	Cor. 18th St. & Christy av.	22,000 00	38,521 72	60,521 72
Franklin Branch.....	Christy av. nr. 15th St.	12,500 00	18,533 26	31,033 26
Gamble.....	Cor. 5th and Poplar Sts.	17,000 00	6,200 00	23,200 00
Gardenville.....	Gravois rd. nr. Kings' Highway	500 00	3,250 00	3,750 00
Grand View.....	Watson rd. S. of old Manch. rd.	1,000 00	1,690 00	2,690 00
Gravois.....	Cor. Wyoming & Gravois rd.	3,000 00	17,083 42	20,083 42
Hamilton.....	Cor. 27th and Dickson St.	6,000 00	29,902 95	35,902 95
Humboldt.....	Cor. Jackson and Lesperance	8,000 00	61,313 51	69,313 51
Irving.....	Cor. Bremen and Kossuth av.	6,000 00	36,125 77	42,125 77
Jackson.....	Cor. 19th St. and Maiden Lane	4,000 00	15,645 20	19,645 20
Jefferson, old & new.....	Cor. 9th and Wash St.	45,610 00	51,291 03	96,901 03
Laclede.....	Cor. 6th and Poplar St.	34,000 00	51,473 40	85,473 40
Lafayette.....	Cor. Ann av. and Decatur St.	8,000 00	20,221 24	28,221 24
Lincoln.....	Eugenia, nr. High St.	12,000 00	46,707 92	58,707 92
Lowell.....	Lowell P. O. nr. Bellefont. rd.	1,500 00	3,500 00	5,000 00
Lyon.....	Cor. 8th and Pestalozzi Sts.	5,000 00	55,703 87	60,703 87
Madison, old.....	Cor. 7th and Hickory Sts.	Leased	4,000 00	4,000 00
Madison, new.....	Cor. 7th and Labadie Sts.	13,000 00	35,823 43	48,823 43
Meramec.....	Cor. Iowa and Meramec.....	3,000 00	1,449 35	4,449 35
Oak Hill.....	Russell av. S. of Arsenal St.	1,000 00	3,500 00	4,500 00
O'Fallon.....	16th St. nr. Cass av.	10,000 00	59,669 05	69,669 05
Penrose.....	Penroset. b. Clay & Glasgow av	3,500 00	23,912 43	27,412 43
Pestalozzi.....	Cor. 7th and Barry Sts.	15,000 00	28,998 45	43,998 45
Peabody.....	Cor. 2d Crdt. av. & Carroll st.	16,500 00	58,616 15	75,116 15
Pope.....	Cor. Ewing & Laclede avs.	11,525 00	36,153 25	47,678 25
Rock Spring.....	Manch. rd. 1/2 m. w. of Gr'd av.	3,000 00	15,000 00	18,000 00
Shaw.....	Old Manch. rd. & Kings' Highw.	1,500 00	7,000 00	8,500 00
Shepard.....	Marine av. nr. Hospital	3,000 00	16,003 50	19,003 50
Stoddard.....	Cor. Lucas and Ewing avs.	20,000 00	27,608 05	47,608 05
Stoddard Branch.....	Lucas av. nr. Ewing av	8,800 00	23,749 66	32,549 66
Webster, old and new.....	11th St. nr. Jefferson	25,000 00	66,473 55	91,473 55
Summer High.....	11th bet. Poplar & Spruce Sts.	22,500 00	11,793 59	34,293 59
No. 2.....	12th nr. Webster Sts.	8,000 00	5,513 00	13,513 00
No. 3.....	W. S. B'way bet. O'Fallon & Cass	5,000 00	2,500 00	7,500 00
No. 4.....	Cozzens St. nr. Pratie av.	3,000 00	12,267 64	15,267 64
No. 6.....	5th bet. Fillmore & Market Sts.	1,500 00	6,835 17	8,335 17
No. 7 (Rk Spring Col.).....	Rock Spring P. O.	1,000 00	6,500 00	7,500 00
No. 8 (Elleardsv " " ).....	Elleardsville P. O.	800 00	2,500 00	3,300 00
Bought for School purposes and not yet improved.				
Lots 17 to 12 incl.....	Caroline St. nr. Park av.	5,000 00	.....	5,000 00
Lots 5, 6, 7.....	St. Louis av. and 18th Sts.	10,000 00	.....	10,000 00
Lots 18 to 25 incl.....	Parsons St. cor. Spring av.	5,000 00	.....	5,000 00
Lots 1 to 7, block 1048.....	Bell and School Sts.	15,000 00	.....	15,000 00
Block 40, survey 3.....	South St. Louis	9,000 00	.....	9,000 00
N. W. 1/4, block 49.....	Eller's survey, S. St. Louis	1,000 00	.....	1,000 00
N. pt., blk. 1520, 149.8 x 249.6.....	{ Wyoming, Clara Sts. and } { Jefferson av. ....	5,100 00	.....	5,100 00
		\$765,195 00	\$1,938,759 35	\$2,703,954 35

*List of Unleased Lands Belonging to the Board, July.  
31st, 1877.*

BLOCK.	STREET.	LOT.	FT. FRONT.	FT. DEEP.
160	Fifth street.....	3 .....	25	75
199	Main street.....	1 to 8 inclusive.....	210.5	138.3
199	Kosciusko street.....	9 to 16 inclusive.....	210.5	138.3
200	Alley.....	17 and 18.....	120.4 $\frac{1}{2}$	Irregular.
200	Columbus street.....	1, 2, 3, 4 and 5.....	141.5	123.04
763	Carondelet avenue.....	.....	50	134
840	Eighth street.....	10 and S. $\frac{1}{2}$ 11.....	37.6	120
853	Front street.....	.....	20	100
857, S.	Main & Convent streets.....	.....	89.5 $\frac{1}{2}$	118
857, N.	Main & Sycamore streets.....	.....	43.4	120
858	Main & Front streets.....	.....	25	300
873	Main street.....	.....	409	104
883	Eighth street.....	6 to 12, inclusive.....	165	122.11
883	Seventh street.....	13 to 25, inclusive.....	331	122.11
884	Seventh street.....	1 to 11, inclusive.....	281	116.11
884	Carondelet avenue.....	16 to 25, inclusive.....	125	116.11
892	Eighth street.....	1.....	25	128.11
893	Seventh street.....	4 and 5.....	50	118.11
893	Carondelet avenue.....	19, 20 and 21.....	75	118.11
1044	Lucas avenue.....	9.....	50	135
1060	Washington avenue.....	13.....	50	135
1355	Accomac street.....	28, 29, 30, 31 and 32.....	135	125
1355	California avenue.....	38 and 39.....	50	125
1356	Pontiac street.....	5.....	25	125
1440	Arkansas avenue.....	11 to 16, inclusive.....	152.6	125
1472	Oregon street.....	21.....	25	125
1480	Michigan street.....	17.....	25	125
1768, N.	Main street.....	1 to 9, inclusive.....	235.9	115
1768, N.	Railroad.....	10 to 18, inclusive.....	235.9	115
1768, S.	Main street.....	1 to 9, inclusive.....	225.2 $\frac{1}{2}$	120
1768, S.	Railroad.....	10 to 18, inclusive.....	222.8	125
1769, N.	Second street.....	9.....	35.9	122.8
1769, N.	Main street.....	10 to 18, inclusive.....	235.9	122.8
1769, S.	Main street.....	10 to 18, inclusive.....	222.1 $\frac{1}{2}$	120
1769, S.	Second street.....	3 to 9, inclusive.....	180.9	120
2341	Maiden Lane.....	.....	50	140

*List of Leased Lands belonging to the Board July 31, 1877, for Revenue purposes.*

NAMES OF LESSEES.	Lot.	Block.	Street lot fronts on.	Feet front.	No. of Lease.	Date of Lease.	Annual Rent.	Exp's
T. A. Sieberman.....	1	47	Third.....	35.6	802	February 2, 1868	\$ 100 00	1878
John Helwig.....	4	47	Carondelet Ave.....	25	1003	May 1, 1875	75 00	1885
John Lemke.....	5	47	Carondelet Ave.....	25	1013	June 21, 1876		1886
John Lemke.....	6	47	Carondelet Ave.....	25	1013	June 21, 1876		1886
John Lemke.....	7	47	Carondelet Ave.....	25	1013	June 21, 1876	300 00	1886
John Lemke.....	8	47	Carondelet Ave.....	25	1013	June 21, 1876		1886
J. B. O'Toole.....	A	68	Cherry.....	80	11	February 12, 1834	84 00	1884
L. A. Labeaume.....	B	68	Second.....	50	258	February 27, 1843	200 00	1893
Kingsland & Ferguson.....	C	68	Second.....	25	262	November 17, 1841	181 24	1891
Kingsland & Ferguson.....	Pt. D	68	Second.....	23.4	1040	June 12, 1877	238 00	1892
Kingsland & Ferguson.....	Pt. D	68	Second.....	31	1041	June 12, 1877	316 20	1892
Kunferle & Boiselier.....	E	68	Second.....	28	720	March 1, 1866	588 00	1881
Thomas Walker.....	A	69 & 70 w	Broadway.....	52	734	July 1, 1867	936 00	1892
John F. Petzold.....	B	69 & 70 w	Cherry.....	41.8	739	July 1, 1867	249 25	1892
Matthew Hunt.....	C	69 & 70 w	Cherry.....	51	716	September 17, 1867	497 92	1877
James O'Neil.....	A	70 w	Broadway.....	30.9	1015	May 22, 1876	369 00	1886
Elias B. Stiles.....	B	69 & 70 w	Broadway.....	38.2	860	December 10, 1867	585 00	1877
James M. Carpenter.....		69 & 70 w	Broadway.....	106.3	956	July 1, 1872	2348 50	1882
George Todd.....	D	69 & 70 w	Collins.....	40.3	540	November 1, 1861	120 00	1876
W. H. Wickersham.....	E	69 & 70 w	Broadway.....	33.4	950	April 1, 1872	666 66	1877
Washington Todd.....		69 c	Second.....	38	978	March 10, 1874	300 00	1884
Henry Kampeter.....		71 w	Broadway.....	98.9	961	January 1, 1873	1000 00	1883
Owen Murphey.....	Pt. B	71 w	Broadway.....	41.1	853	October 2, 1868	431 45	1878
Daniel Cahill.....	C	71 w	Broadway.....	33.4	838	June 18, 1868	300 00	1878
Fr. Beltzhofer.....	A	76	Fourth.....	23.6	79	August 1, 1839	111 62	1889
James Timon.....	B	78	Fourth.....	25	75	August 1, 1839	81 25	1889
Joseph Becker.....	C	76	Fourth.....	25	879	July 8, 1869	362 50	1879
Samuel Black.....	D	76	Fourth.....	25	80	August 25, 1843	75 00	1889

John Mitchell.....	E	76	Fourth.....	25	69 August 1, 1839	103 12 1839
Sullivan Blood.....	A	84	Market.....	30	1 December 11, 1833	102 00 1833
Joseph Charles.....	B	84	Market.....	24	2 December 11, 1833	84 00 1833
James Glasgow.....	C	84	Market.....	36	93 December 11, 1833	100 00 1833
James Glasgow.....	D	84	Market.....	30	94 December 11, 1833	65 00 1833
Nath'l Paschall.....	E	84	Market.....	30	4 December 11, 1833	89 00 1833
J. H. McLean.....	C	85	Chestnut.....	24.6	982 April 1, 1874	1029 00 1834
J. F. & C. G. Fuhrman.....	Pt. D	85	Chestnut.....	46.9	1008 July 1, 1875	1497 33 1835
Jacob Boshold.....	Pt. D	85	Chestnut.....	31.2	1004 July 1, 1875	998 65 1835
Henry Blakesley.....	E	85	Chestnut.....	22	546 January 31, 1863	22 00 1834
John Lemke.....	Pt. F	85	Third.....	15.8	1009 July 30, 1875	580 32 1835
Leopold Schroeder.....	Pt. F	85	Third.....	20.5	1006 July 1, 1875	655 84 1835
Wm. Brennan and others.....	A	88	Olive.....	36.4	873 January 1, 1869	1254 94 1834
P. J. Hurck and others.....	B	88	Rear of Everett H's	36	871 November 7, 1868	450 00 1878
James Bury.....	A	107	Spruce.....	34.34	1024 December 12, 1868	157 40 1891
A. H. Beckman.....	1	107	Fourth.....	33	912 March 13, 1870	580 50 1880
Luke E. Lawless.....	1	109	Fourth.....	33	15 April 9, 1838	99 00 1886
Luke E. Lawless.....	2	109	Fourth.....	33	16 April 9, 1838	103 12 1886
John G. Holm.....	3	109	Fourth.....	33	81 April 22, 1838	78 38 1839
Elkanah English.....	4	109	Fourth.....	33	12 April 9, 1838	103 12 1888
Geo. W. Sanford.....	5	109	Cerre.....	31	98 April 9, 1838	100 75 1888
Luke E. Lawless.....	6	119	Fifth.....	62	17 April 9, 1843	197 00 1889
Geo. E. Finch.....	6	118	Sixth.....	60	1036 April 1, 1877	2400 00 1887
Engelke & Feiner.....	A	158	Fifth.....	24	877 July 8, 1869	756 00 1894
Engelke & Feiner.....	B	158	Fifth.....	24	909 July 8, 1869	518 40 1894
Engelke & Feiner.....	C	158	Fifth.....	48	901 September 25, 1869	400 00 1879
Nicholson & Primrose.....	D & E	158	Fifth.....	122	591 June 14, 1864	187 50 1835
Chas. S. Rannels.....	F	160	Fourth.....	25	67 September 1, 1843	68 75 1890
Catherine Busby.....	1	160	Fifth.....	25	91 May 1, 1843	66 00 1889
Fred Stendeman.....	2	160	Fifth.....	25	85 October 12, 1839	71 87 1889
Richard Owens.....	4	160	Fifth.....	25	971 May 1, 1873	360 00 1878
John H. Meyer.....	5	160	Fifth.....	25	871 May 1, 1873	360 00 1878
John Smith.....	6	160	Fifth.....	25	1002 May 16, 1874	200 00 1884
John Bauman.....	7	160	Fifth.....	25		

## List of Leased Lands. (Continued.)

NAMES OF LESSEES.	Lot.	Block.	Street lot fronts on.	Feet front.	No. of Lease.	Date of Lease.	Annual Rent. \$ 45 42 1880	Expire 1880
James J. Purdy.....	8	160	Fifth.....	25	34	September 1, 1840		
Peter Brooks.....	9	160	Fifth.....	25	96	June 1, 1843	243 75	1890
Peter Brooks.....	10	160	Fifth.....	25				
Peter Brooks.....	11	160	Fifth.....	25				
Peter Brooks.....	12	160	Fifth.....	25				
William Hickey.....	13	160	Fifth.....	25	223	April 22, 1843		
Wm. McDowell.....	14	160	Fifth.....	25	64	July 1, 1843		
Lannus Dunham.....	15	160	Fifth.....	25	666	July 1, 1843		
William Lindsay.....	16	160	Fifth.....	25	40	September 1, 1840		
William Lindsay.....	17	160	Fourth.....	25.5	58	Septemb'r 17, 1842		
John Walsh.....	18	160	Fourth.....	25.5	59	Septemb'r 17, 1842		
James Parker.....	19	160	Fourth.....	25.5	42	September 1, 1840		
Wm. F. McVey.....	20	160	Fourth.....	25.5	43	October 12, 1839		
Ed. Warrens.....	21	160	Fourth.....	25.5	44	September 1, 1840		
Joseph Forster.....	22	160	Fourth.....	25.5	90	August 30, 1843	152 50	1890
Joseph Forster.....	23	160	Fourth.....	25.5				
Joseph Forster.....	24	160	Fourth.....	25.5				
Alex. Kayser.....	25	160	Fourth.....	25.5				
James Smith.....	26	160	Fourth.....	25.5	46	October 12, 1839		
John Boeschenstein.....	27	160	Fourth.....	25.5	47	October 12, 1839		
John Boeschenstein.....	28	160	Fourth.....	25.5	48	October 12, 1839		
Fred. Herman.....	30	160	Fourth.....	25.5	49	October 12, 1839		
John Farrell.....	31	160	Fourth.....	25.5	82	October 12, 1839		
H. Heisterhagen.....	32	160	Fourth.....	25.5	52	Septemb'r 25, 1841		
Taafé & Emerson.....	—	184	Store Room, 710 Chestnut.		154	October 12, 1847		
Franké & Brennan.....	—	184	Store Room, 708 Chestnut.		1034	March 1, 1877		
E. Gottlob Raaf.....	13	200	Columbus.....		1044	April 1, 1877		
Philip Haase.....	14	200	Columbus.....		683	July 1, 1875		
David Steinmeyer.....	15	200	Columbus.....		901	May 13, 1874		
David Steinmeyer.....	16	200	Columbus.....		990	May 13, 1874	184 50	1884

19 to 23 inclu.	200	125	1087	19, 1877	\$125 00	1887
Joseph Jecko.....	200	125	March	19, 1877	\$125 00	1887
D. Warren & Co.....	200	25	} 832 May	1, 1868	75 00	1878
D. Warren & Co.....	200	25				
D. Warren & Co.....	200	25				
D. Warren & Co.....	200	25				
Henry Kortjohn.....	201	—	Dec.	12, 1876	100 00	1886
Francis Schindler.....	202	18.2	815 Oct.	13, 1867	150 00	1877
Herman Luepke.....	202	88½	1033 March	1, 1876	162 53	1886
Martin German.....	202	30	915 August	14, 1870	144 00	1880
Andrew Kolb.....	202	25 10	674 Feb.	14, 1865	62 50	1875
Gottfried Voelker.....	202	50	1031 Oct.	2, 1875	225 00	1885
Frederick Beck.....	202	25	983 July	12, 1870	120 00	1880
Fleitz & Ganahl.....	202	25	} 988 May	13, 1874	416 25	1884
Fleitz & Ganahl.....	202	25				
Fleitz & Ganahl.....	202	25				
Fleitz & Ganahl.....	202	49.11				
Theo. Fritschle & J. A. Ross.....	202	20	} 604 May	13, 1864	375 25	1874
Theo. Fritschle & J. A. Ross.....	202	20				
Theo. Fritschle & J. A. Ross.....	202	20				
Theo. Fritschle & J. A. Ross.....	202	20				
Theo. Fritschle & J. A. Ross.....	202	20	} 918 April	9, 1870	187 50	1880
Theo. Fritschle & J. A. Ross.....	202	25				
William Strossberg.....	202	25				
William Strossberg.....	202	25				
William Strossberg.....	202	25	} 988 May	13, 1874	605 75	1884
Fleitz & Ganahl.....	202	25				
Fleitz & Ganahl.....	202	25				
Fleitz & Ganahl.....	202	25				
Fleitz & Ganahl.....	202	25	} 988 May	13, 1874	605 75	1884
Fleitz & Ganahl.....	202	25				
Fleitz & Ganahl.....	202	25				
Fleitz & Ganahl.....	202	25				
Fleitz & Ganahl.....	202	25	} 988 May	13, 1874	605 75	1884
Fleitz & Ganahl.....	202	25				
Fleitz & Ganahl.....	202	25				
Fleitz & Ganahl.....	202	25				
Fleitz & Ganahl.....	202	28	} 988 May	13, 1874	605 75	1884
Fleitz & Ganahl.....	202	21.4				
Fleitz & Ganahl.....	202	7.6				
Fleitz & Ganahl.....	202	7.6				

*List of Leased Lands. (Continued.)*

NAMES OF LESSEES.	Lot.	Block.	Street lot fronts on.	Feet front.	No. of Lease.	Date of Lease.	Annual Rent.	Exp's
Henry Meinhardt.....	—	203	Jackson.....	90.4	1017	June 1, 1876	\$100 00	1886
Henry Steinmeyer.....	1	204	Rutger & Jackson.....	20 }	943	Sept. 27, 1870	288 00	1880
Henry Steinmeyer.....	2	204	Jackson.....	20 }	942	Sept. 27, 1870	114 78	1880
Chas. Hager.....	3	204	Jackson.....	31.6 }	855	Nov. 1, 1868	624 00	1878
James Patrick.....	—	250	Second.....	241	988	Nov. 5, 1868	93 60	1878
Patrick Henneberry.....	A	583	w Sixth.....	19.7	916	April 5, 1868	96 00	1878
John Hunt.....	B	583	w Sixth.....	20	953	April 5, 1868	96 00	1878
John Donovan.....	C	583	w Sixth.....	30	843	June 8, 1868	144 00	1878
Orlando Fish.....	D	583	w Sixth.....	30	703	July 1, 1867	218 83	1877
Maurice Phelan.....	E	583	w Seventh.....	40.7	702	August 12, 1867	220 00	1877
Ellen Shannon.....	A	583	e Broadway.....	20	930	April 14, 1874	200 00	1879
M. T. Sheridan.....	Pt C	584	Eight.....	15	997	January 10, 1874	72 00	1884
Catharine Smith.....	N ½ E	584	Eight.....	15	998	January 10, 1874	72 00	1884
J. Osburg.....	S ½ E	584	Eight.....	15	1001	Dec. 15, 1873	120 00	1883
Mary Murphy.....	F	584	Eight.....	25	999	January 10, 1874	120 00	1877
J. Osburg.....	G	584	Eight.....	25	976	August 20, 1867	148 12	1877
Alice Tighe.....	A	584	Seventh.....	29.7	735	August 12, 1867	150 00	1877
Eliza McGovern.....	B	584	Seventh.....	30	807	August 3, 1867	150 00	1877
Jeremiah Sheehan.....	C	584	Seventh.....	30	812	Dec. 10, 1867	67 50	1877
Patrick O'Brien.....	S pt E	585	Eight.....	15	878	Dec. 10, 1867	67 32	1877
Chas. O'Brien.....	S pt E	585	Eight.....	15	796	Sept. 10, 1867	270 00	1877
John McKenna.....	N pt E	585	Eight.....	60	920	August 18, 1869	135 00	1879
Patrick McMahon.....	A	585	Ninth.....	30	422	August 18, 1868	90 00	1878
John Fitzpatrick.....	B	585	Ninth.....	30	386	August 22, 1868	80 90	1878
Ann Deegan.....	W ½ C	585	Ninth.....	27 }	794	Oct. 15, 1867	90 00	1877
Ann Deegan.....	E ½ C	585	Alley.....	27 }	816	Oct. 15, 1867	90 00	1877
Michael McDermott.....	F	585	Eight.....	20	840	Oct. 15, 1867	85 88	1877
Chas. O'Brien.....	f	585	Eight.....	20	752	Oct. 15, 1867	85 88	1877
Patrick Carly.....	G	585	Eight.....	19				
James Carly.....	H	585	Eight.....	19				

Bridget McCartin.....	585	Eighth.....	19	793 Dec.	15, 1867	85 50 1877
B. McBride & Pat. O'Brien.....	585	Ninth.....	13.5	433 Aug.	22, 1868	60 48 1878
Stephen Witake.....	586	Tenth.....	40	862 Jan'y	1, 1868	144 00 1878
Samuel Livingston.....	586	Tenth.....	22.6	849 Feb'y	1, 1868	101 25 1878
Joseph Springelmeyer.....	586	Tenth.....	41	859 Jan'y	5, 1868	144 00 1878
Francis Brockland.....	586	Tenth.....	40.5	837 Jan'y	5, 1868	145 58 1878
Pat. Connelly.....	586	Ninth.....	36	841 June	15, 1868	129 60 1878
H. W. Biebusch.....	586	Ninth.....	26	1042 June	15, 1877	78 00 1887
Henry Stijes.....	586	Ninth.....	30	1047 June	15, 1877	90 00 1887
Henry Fisbeck.....	586	Ninth.....	26	803 June	15, 1868	117 00 1878
Fred. Hohman.....	586	Ninth.....	30	1049 June	15, 1877	90 00 1887
F. Lodenkamper.....	586	Ninth.....	42.5	1048 July	1, 1877	127 30 1887
Joseph Tanager.....	586	Tenth.....	25	640 March	15, 1874	112 60 1884
A. S. Lacroix.....	587	Tenth.....	22.6	760 Feb'y	1, 1868	81 00 1878
William Schmidt.....	587	Tenth.....	30.5	987 Jan'y	10, 1874	136 95 1884
Bernhard Hasch.....	587	Tenth.....	25	954 Dec.	2, 1871	90 00 1881
William Murphy.....	587	Tenth.....	30	925 Feb'y	19, 1870	102 60 1880
John Waddle.....	587	Tenth.....	30	811 Aug.	12, 1867	108 00 1877
John McNulty.....	587	Eleventh.....	20	810 Aug.	12, 1867	84 00 1877
John Steward.....	587	Eleventh.....	19.5	1039 Oct.	13, 1877	46 65 1887
John Chamberlain.....	587	Eleventh.....	17	755 Oct.	13, 1867	51 00 1877
Chas. Tilford.....	587	Eleventh.....	17	763 Oct.	13, 1867	71 40 1877
James O'Toole.....	587	Eleventh.....	20	765 Sept.	15, 1867	48 00 1877
Michael Clancy.....	587	Eleventh.....	25	1038 Sept.	8, 1877	60 00 1887
Ellen Murphy.....	587	Eleventh.....	15	1045 Aug.	3, 1877	36 00 1887
Wm. Tirre.....	587	Eleventh.....	35	1043 Aug.	3, 1877	84 00 1887
Andrew McDermott.....	587	Eleventh.....	25	850 Aug.	24, 1868	67 50 1878
James Morris.....	587	Eleventh.....	25	852 Aug.	11, 1868	112 50 1878
James Young.....	588	Eleventh.....	32.8	863 Nov.	1, 1868	137 55 1878
Robert Brent.....	588	Eleventh.....	32.8	870 Nov.	1, 1868	137 55 1878
Michael Cawley.....	588	Eleventh.....	50	831 Oct.	6, 1868	56 25 1878
J. F. W. Brueggeman.....	588	Twelfth.....	25	751 Nov.	20, 1867	75 00 1877
W. H. Stoumpe.....	588	Twelfth.....	25	759 Nov.	20, 1867	75 00 1877



*List of Leased Lands. (Continued.)*

Names of Lessees.	Lot.	Block.	Street lot fronts on.	Feet front.	No. of Lease.	Date of Lease.	Annual Rent.	Ex-pires
David Erdman.....	E	588	Twelfth.....	25	758 Nov.	20, 1867	\$ 75 00	1877
H. Schafering.....	F	588	Twelfth.....	40.5	757 Nov.	20, 1867	121 30	1877
Aug. Schwanecke.....	H	588	Eleventh.....	25	814 Sept'mb'r	22, 1867	105 00	1877
H. W. Boemer.....	Pt A	589	Twelfth.....	25	960 June	12, 1872	90 00	1882
H. W. Droewe.....	Pt A	589	Twelfth.....	25	907 March.	23, 1869	75 00	1879
John Cahill.....	N pt A	589	Twelfth.....	20	1025 January	9, 1877	60 00	1879
Mary Glucas.....	a	589	Twelfth.....	25	905 March	23, 1869	75 00	1879
Patrick Cahill.....	B	589	Twelfth.....	30	762 January	5, 1868	90 00	1878
Madden & Carroll.....	D	589	Thirteenth.....	60	819 Nov'mb'r	5, 1867	180 00	1877
John Mullaly.....	Pt E	589	Thirteenth.....	25	963 Sept'mb'r	20, 1874	75 00	1888
Fred Fisher.....	Pt E	589	Thirteenth.....	25	761 August	11, 1867	97 50	1877
John D. Uhde.....	Pt F	589	Thirteenth.....	23	322 Nov'mb'r	20, 1867	83 78	1877
E. H. Hensick.....	Pt F	589	Thirteenth.....	27.5	799 Nov'mb'r	20, 1867	82 38	1877
Chas. Schilling.....	B	590	Thirteenth.....	25	813 Sept'mb'r	15, 1867	82 50	1877
Edw. Boyle.....	C	590	Thirteenth.....	25	750 Sept'mb'r	22, 1867	75 00	1877
John Fitzmorris.....	D	590	Thirteenth.....	25.5	827 Sept'mb'r	22, 1867	75 00	1877
Michael Slattery.....	E	590	Thirteenth.....	25	994 October	10, 1874	*67 50	1884
J. W. Terwilliger.....	A	590	Thirteenth.....	90.	746 Sept'mb'r	10, 1867	297 00	1877
Lauman & Winker.....	Pt D	590	Fourteenth.....	21	825 Sept'mb'r	15, 1867	63 00	1877
J. F. W. Lutger.....	Pt D	590	Fourteenth.....	48.5	792 Sept'mb'r	15, 1867	145 32	1877
John Tool.....	N 1 A	591	Fourteenth.....	16	866 October	10, 1867	48 00	1877
Edmund Cass.....	S 1 A	591	Fourteenth.....	34	867 October	10, 1867	102 00	1877
William Thorpe.....	B	591	Fourteenth.....	30	753 October	20, 1867	81 00	1877
John Murphy.....	Pt C	591	Fourteenth.....	21	756 October	20, 1867	63 00	1877
Fred Wither.....	S pt D	591	Fourteenth.....	21.8	341 Nov'mb'r	5, 1867	58 68	1877
H. W. Droegge.....	S pt E	591	Fifteenth.....	18 }	820 Nov'mb'r	5, 1867	75 00	1877
Joseph Seuss.....	N pt E	591	Fifteenth.....	34 }	788 Nov'mb'r	5, 1867	101 50	1877
	N pt G	591	Fifteenth.....	27.5 }	875 April	5, 1869	74 13	1879

Thomas Cook.....	H	591	Fifteenth.....	23.6	945 July	13, 1866	62 00	1876
Dina Dierker.....	I	591	Fifteenth.....	25	921 February	1, 1869	97 50	1879
W. Uhlmann's Estate.....	A	592	Fifteenth.....	30	818 October	20, 1867	90 00	1877
Martin Leopold.....	Pt. B	592	Fifteenth.....	25	790 Feb'y	9, 1869	75 00	1878
Charles Gray.....	C	592	Fifteenth.....	30	973 Nov.	20, 1867	75 50	1877
Charles Gray.....	D	592	Fifteenth.....	45.5	973 Jan'y	15, 1873	136 24	1883
Charles Droegge.....	S pt E	592	Sixteenth.....	25	969 Jan'y	14, 1873	56 24	1883
H. W. Fiebeck.....	N pt E	592	Sixteenth.....	25	733 Dec.	10, 1867	56 25	1877
W. H. Brewer.....	F	592	Sixteenth.....	60	287 Aug.	11, 1867	162 00	1877
Wm. Schowe.....	G	592	Sixteenth.....	55.5	857 Jan'y	5, 1868	133 05	1878
Charles Droegge.....	H	592	Sixteenth.....	25	809 Aug.	11, 1867	57 25	1877
H. R. Kreigeman.....	I	592	Fifteenth.....	25	1010 June	24, 1876	97 50	1886
Will R. King.....	2	608	Eighth.....	36.3	1026 March	26, 1876	145 00	1886
Patrick Mulligan.....	42	648	West Mound.....	25	808 Aug.	11, 1867	75 00	1877
R. P. Collins & others.....	43	648	West Mound.....	25	1046 Aug.	11, 1877	60 00	1887
William Cahill.....	44	648	West Mound.....	25	839 Aug.	11, 1868	98 50	1878
Joseph Lichtenstein.....	46	651	West Mound.....	25.3	992 July	14, 1874	68 40	1884
August Muhs.....	39	652	West Brooklyn.....	25	628 Sept.	10, 1864	62 50	1874
Oscar F. Scudder.....	64	652	West Mound.....	19	858 April	5, 1868	62 50	1878
Charles McGinley.....	Pt 18	653	West Mound.....	18	968 May	1, 1873	50 00	1883
Zebulon Hollingsworth.....	17 & pt 18	653	West Mound.....	51	897 Jan'y	10, 1869	153 00	1879
Thomas Handley.....	1, 2, 3	654	Broadway.....	83.5	937 July	1, 1871	501 00	1881
Henry Krum.....	Pt 10	654	West Mound.....	19	948 Oct.	1, 1871	57 00	1881
Mary Abbott.....	11	656	West Brooklyn.....	16.8	1018 June	5, 1876	50 00	1886
Rugh McNabo.....	Pt 11 & 12	656	West Brooklyn.....	16.8	910 Feb'y	5, 1870	50 00	1880
Thomas Jones.....	Pt 12	656	West Brooklyn.....	16.8	911 July	5, 1870	50 00	1880
H. Kohler & Bro.....	5	851	Seventh.....	25	731 April	10, 1866	50 00	1876
James Gorman.....	12	851	Carondelet Ave.....	25	704 Dec.	11, 1866	100 00	1876
James Gorman.....	13	851	Carondelet Ave.....	25	1035 Oct.	9, 1876	75 00	1886
Joseph P. Marley.....	1 & 2	852	Eighth.....	25	935 April	16, 1870	157 50	1880
Mary F. Kernan.....	9	852	Eighth.....	25	1027 Nov.	8, 1876	300 00	1886
Mary F. Kernan.....	10	852	Eighth.....	25				
Mary F. Kernan.....	11	852	Eighth.....	25				
Daniel Paulus.....	...	853	Front & Plum.....	49.6				

*List of Leased Lands. (Continued.)*

Names of Lessees.	Lot.	Block.	Street lot fronts on.	Feet front.	No. of Lease.	Date of Lease.	Annual Rent.	Ex-pires
Iron Mountain R. R. Co.....	...	883	Main & Front.....	137-8	834	Feb'y	\$2717	80 1879
John Silva.....	...	883	Main .....	74.4	745	Oct.	1500 00	1877
Aug. W. Schulenberg.....	...	887	Main.....	89	1014	June	200 00	1881
Tuesdale & Keating.....	...	888	Main & Front.....	256	686	Aug.	1000 00	1885
St. Louis Gas Light Co.....	...	888	Main and Front.....	184	479	Jan'y	1 00	1883
George Glasner.....	1	883	Eighth .....	31	556	April	50 20	1880
Joseph Roseberger.....	2	883	Eighth .....	25	930	April	37 50	1880
Anton Binter.....	5	883	Eighth .....	25	525	Aug.	25 00	1870
Rudolph Stecker.....	21	883	Seventh.....	25	1029	Dec.	67 50	1886
Rudolph Stecker .....	22	883	Seventh .....	25	1011	May	67 88	1886
Jno. H. Wardelman .....	25	883	Seventh .....	31	1020	July	102 30	1886
Fr. Hartman.....	12	884	Seventh.....	25	917	April	50 50	1880
Michael Veigh.....	15	884	Seventh.....	25	922	April	67 50	1880
Tobias Lorey.....	2	892	Eighth.....	25	931	June	37 50	1880
Charles Quade.....	3	892	Eighth.....	25	936	Oct.	37 50	1880
Anton Schitz.....	4	892	Eighth.....	25	946	May	37 50	1880
Fred. Thommen.....	5	892	Eighth.....	25	548	March	50 00	1882
James Stewart.....	16	892	Seventh.....	25	888	June	67 50	1879
Francis Flaharty.....	17 & pt 18	892	Seventh.....	35	904	June	94 50	1879
Fred. Harzi.....	Pt 18 & 19	892	Seventh.....	40	908	June	108 00	1879
A. R. Kellum.....	20	892	Seventh.....	25	685	May	37 50	1875
William J. Martin.....	21	892	Seventh.....	25	698	June	37 50	1874
William J. Martin.....	22	892	Seventh.....	25	922	April	52 50	1880
J. L. Curley.....	23	892	Seventh.....	25	924	April	52 50	1880
F. Lantner, Trustee.....	24	892	Seventh.....	25	977	April	52 50	1880
Julius E. Grifet.....	1	893	Seventh.....	25	1000	June	75 00	1885
James A. Browne.....	2	893	Seventh.....	25	1019	March,	67 50	1886
Wm. Still.....	3	893	Seventh.....	25	742	June	31 25	1876

Bahrends Warrings.....	7	893	Seventh.....	25	835 Feb'y	9, 1869	50 00	1879
William Hackman.....	8	893	Seventh.....	25	965 April	10, 1866	50 00	1876
John Brokate.....	18	893	Carondelet Ave.....	25	964 Sept.	10, 1872	67 50	1882
Thomas Cowhey.....	22	893	Carondelet Ave.....	25	842 May	9, 1868	75 00	1878
Ignetz Heck.....	23	893	Carondelet Ave.....	25	490 April	10, 1860	135 00	1870
Ignetz Heck.....	24	893	Carondelet Ave.....	25				
Fred Thommen.....	1	1769 s	Second.....	25	872 Aug.	1, 1069	25 00	1879
Fred Thommen.....	2	1769 s	Second.....	25				
Charles Ladenberger.....	1	1769 n	Second.....	25	981 Dec.	9, 1873	25 00	1883
Charles Ladenberger.....	2	1769 n	Second.....	25				
Matthew Thudium.....	3	1769 n	Second.....	25	896 Nov.	9, 1869	25 00	1879
Matthew Thudium.....	4	1769 n	Second.....	25				
Charles H. Thirlwell.....	5	1769 n	Second.....	25	892 Nov.	9, 1869	25 00	1879
Charles H. Thirlwell.....	6	1769 n	Second.....	25				
Adam Lautermilch.....	7	1769 n	Second.....	25	895 Nov.	9, 1869	25 00	1879
Adam Lautermilch.....	8	1769 n	Second.....	25				
Ann Doll.....	...	1836	Twenty Fifth.....	188	957 Oct.	15, 1872	36 00	1882
Ann Doll.....	...	1836	Twenty Fifth.....	188	958 Oct.	15, 1872	144 00	1882
Sam. Young.....	6	1837	Dickson.....	25	1030 March	26, 1876	45 00	1886
Dwight Durkee.....	7	1837	Dickson.....	25	1012 March	26, 1876	45 00	1886
Johanna Hampe.....	12	1837	Dickson.....	28	776 Oct.	15, 1867	33 60	1877
F. W. & W. F. Mueller.....	13	1837	Dickson.....	28	777 Oct.	15, 1867	33 60	1877
Hannah Ahern.....	14	1837	Twenty Sixth.....	25	985 April	14, 1874	40 00	1884
Kate Lambert.....	3	1838	Dickson.....	25	984 April	14, 1874	40 00	1884
Thomas Behan.....	4	1838	Dickson.....	25	986 April	14, 1874	40 00	1884
Mary Sobinski.....	6	1838	Dickson.....	25	963 Oct.	15, 1872	38 00	1882
F. W. & W. F. Mueller.....	14	1838	Dickson.....	25	777 Oct.	15, 1867	33 60	1877
Henry Schaafs.....	15	1838	Dickson.....	28	778 Oct.	15, 1867	33 60	1877
Chas. Peetz.....	16	1838	Dickson.....	28	1021 Sept.	12, 1876	50 40	1887
Anton Isaacs.....	17	1838	Dickson.....	28	1016 May	22, 1876	92 72	1886
Timothy Mallony.....	7	1839	Dickson.....	35	1022 Sept.	12, 1876	73 50	1886
Ann Huntington.....	10	1839	Dickson.....	25	684 July	24, 1865	25 00	1875
David Shaw.....	13	1839	Dickson.....	25	649 Any.	1, 1875	45 00	1885
Sarah Dwyer.....	16	1839	Dickson.....	35	995 Aug.	1, 1874	73 50	1884

## List of Leased Lands. (Continued.)

Names of Lessees.	Lot.	Block.	Street lot fronts on.	Feet front.	No. of Lease.	Date of Lease.	Annual Rent.	Expires.
Catherine Heinecke.....	1	1840	Dickson.....	54	672	October 12, 1874	\$ 32 50	1884
Phillip Dwyer.....	2	1840	Dickson.....	26	644	August 1, 1874	37 50	1884
James Burke.....	3	1840	Dickson.....	35	1007	June 1, 1874	37 50	1884
Lydia B. Walls.....	Pt 23	2345	Maiden Lane.....	41.2	883	May 3, 1869	60 00	1879
Wm. Diebold.....	E ½ 24	.....	Maiden Lane.....	26	1028	January 8, 1877	50 00	1887
Bernhard Gillen.....	W ½ 26	2345	Maiden Lane.....	26	808	February 16, 1869	35 00	1879
Elizabeth Hyland.....	W ½ 39	2346	Maiden Lane.....	25	882	August 16, 1869	35 00	1879
James Gogoy.....	W ½ 43	2347	Maiden Lane.....	26	884	August 23, 1869	30 00	1879
Geo. and M. Higgins.....	W ½ 46	234	Maiden Lane.....	26	895	June 2, 1870	30 00	1880
William O'Conner.....	E ½ 50	2347	Maiden Lane.....	25	879	August 12, 1873	30 00	1883
John O'Donnell.....	W ½ 50	2347	Maiden Lane.....	25	886	August 23, 1869	30 00	1879
Julia Colony's Trustee.....	W ½ 52	2347	Maiden Lane.....	25	883	April 14, 1874	30 00	1884
G. L. DeRandamie.....	.....	.....	Kosuth Ave.....	2arp's	855	June 18, 1872	240 00	1877

## TABULAR STATEMENT FOR THE YEAR

1876--7.

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TABLE I.—Showing names, locations, etc., of the school-houses.

TABLE II.—Showing character of attendance of Pupils.\*

TABLE III.—Showing ages of Pupils registered.

TABLE IV.—Showing occupation of Parents, etc.

TABLE V.—Showing birth-place of Pupils.

TABLE VI.—Showing enrollment and attendance of Pupils.

TABLE VII.—Showing classification and grades of studies of Pupils.

TABLE VIII.—Showing classification, etc., in German Instruction.

TABLE IX.—Schedule of Salaries, January 1st, 1878.

TABLE X.—Historical table extending back to 1850.

TABLE I.  
Showing names, locations, dimensions and value of School Houses, size and value of Grounds, for June, 1877.

NAMES OF SCHOOLS.	No. of Teachers.		When Built.	Estimated Value of Lots.	Estimated Value of Houses and Furniture.	Size of Lots.	Size of House.	No. of Stories.	No. of Rooms.	Size of Rooms.	No. of Seats.	How Warmed.
	Whole Day	Half Day										
Polytechnic Building (purchased).....	11	1	1867	\$60,000	\$365,245 07	135x109	.....	.....	.....	Irreg.	.....	Steam.
Normal (Polytechnic Building).....	13	1	1855	35,000	41,469 98	130x106	84x67	3	10	28x32	400	Furnaces.
Branch High No. 1 (Polytechnic Bld'g).....	8	1	.....	.....	.....	.....	.....	.....	.....	Irreg.	230	Steam.
Branch High No. 2 (Franklin Bld'g).....	9	1	.....	.....	.....	.....	.....	.....	.....	32x34	200	Stoves.
Branch High No. 3 (Peabody Bld'g).....	7	1	.....	.....	.....	.....	.....	.....	.....	28 1/2 x 27	200	Steam.
Branch High No. 4 (Douglas Bld'g).....	5	1	.....	.....	.....	.....	.....	.....	.....	Irreg.	200	Heaters.
Branch High No. 5 (Blow Building).....	15	1	1873	13,000	53,313 56	253 1/2 x 147 1/2	70x96	3	12	30x28	90	Stoves.
Ames.....	4	.....	.....	2,000	10,600 00	216x128	.....	.....	.....	28 1/2 x 27	700	Furnaces.
Ashland.....	1	.....	.....	.....	.....	.....	.....	.....	.....	33 1/2 x 19	300	Stoves.
Baden.....	16	1	1872	17,571	37,790 00	183 1/2 x 150 1/2	70x80 1/2	3	10	25 1/2 x 27	700	Furnaces.
Benton.....	16	1	1870	40,000	38,258 32	177 1/2 x 118 1/2	70x80 1/2	1	13	27 x 30	700	Furnaces.
Benton Station.....	9	.....	1870	5,000	9,000 00	107x118	58x94 1/2	1	10	Irreg.	600	Stoves.
Blow.....	10	2	1868	5,000	9,849 87	159x115	100x84	1	10	30x28	700	Stoves.
Carondelet.....	14	1	1871	7,300	33,984 64	150x138	80x65	2	12	27 x 30	450	Furnaces.
Carr Lane.....	12	.....	1855	7,200	4,002 77	75x155	40x75	2	8	27 x 30	350	Furnaces.
Carr Lane Primary (purchased).....	16	1	1870	10,000	39,794 01	125x143	70x80 1/2	2	12	27 x 30	350	Furnaces.
Carroll Branch.....	20	.....	1875	7,500	3,000 00	.....	.....	.....	.....	.....	900	Furnaces.
Carroll Branch.....	4	.....	1866	10,000	44,062 20	140x150	58x75	2	14	27 x 30	240	Stoves.
Charles.....	11	.....	1868	3,000	15,662 85	180x120	58x32	2	8	34x30	480	Stoves.
Cheltenham.....	9	.....	1868	3,250 00	3,250 00	1 acre.	53x25	2	2	24x24	110	Stoves.
Chouteau.....	11	.....	1868	3,000	9,621 38	75x123	58x32	2	8	27 x 30	480	Furnaces.
Clark.....	4	.....	1846	9,000	8,000 00	74x156	29x52	2	4	Irreg.	200	Stoves.
Clay.....	20	1	1859	10,000	23,619 65	250x180	74 1/2 x 56	3	16	27 x 30	950	Stoves & steam
Clinton.....	19	2	1868	11,000	45,290 63	170x129	75x66	3	12	27 x 30	780	Furnaces.
Clinton Branch.....	4	.....	1877	7,349	15,921 40	129x131	53x38	2	8	.....	230	Steam.
Compton.....	4	.....	1877	3,500	14,329 01	100x136	.....	.....	.....	27 x 30	240	Furnaces.
Cote Peres.....	8	.....	1865	4,000	20,000 00	311x140	45x61	2	6	27 1/2 x 28 1/2	300	Stoves.
Des Peres.....	4	.....	1872	7,000	11,136 00	145x160	70x80 1/2	2	13	28 1/2 x 27	240	Furnaces.
Divoll.....	19	1	1872	13,040	39,060 84	200x118	.....	.....	.....	.....	240	Stoves
Dodier.....	4	1	Rented.	.....	.....	.....	70x80 1/2	2	4	.....	700	Furnaces.
Douglas.....	11	1	1870	11,300	47,232 00	127x155	.....	.....	.....	26x32	.....	Furnaces.

10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480	481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500	501	502	503	504	505	506	507	508	509	510	511	512	513	514	515	516	517	518	519	520	521	522	523	524	525	526	527	528	529	530	531	532	533	534	535	536	537	538	539	540	541	542	543	544	545	546	547	548	549	550	551	552	553	554	555	556	557	558	559	560	561	562	563	564	565	566	567	568	569	570	571	572	573	574	575	576	577	578	579	580	581	582	583	584	585	586	587	588	589	590	591	592	593	594	595	596	597	598	599	600	601	602	603	604	605	606	607	608	609	610	611	612	613	614	615	616	617	618	619	620	621	622	623	624	625	626	627	628	629	630	631	632	633	634	635	636	637	638	639	640	641	642	643	644	645	646	647	648	649	650	651	652	653	654	655	656	657	658	659	660	661	662	663	664	665	666	667	668	669	670	671	672	673	674	675	676	677	678	679	680	681	682	683	684	685	686	687	688	689	690	691	692	693	694	695	696	697	698	699	700	701	702	703	704	705	706	707	708	709	710	711	712	713	714	715	716	717	718	719	720	721	722	723	724	725	726	727	728	729	730	731	732	733	734	735	736	737	738	739	740	741	742	743	744	745	746	747	748	749	750	751	752	753	754	755	756	757	758	759	760	761	762	763	764	765	766	767	768	769	770	771	772	773	774	775	776	777	778	779	780	781	782	783	784	785	786	787	788	789	790	791	792	793	794	795	796	797	798	799	800	Total
1859	1866	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	1859	18																																																																																																																																																																																																																																																																																																																																																																																																																														



# TABLE II.

Showing Character of Attendance of Pupils in each School for the Years 1876-77.

NAMES OF SCHOOLS.	PUPILS ATTENDING—DAYS.										Total.	Run Absent.	Run Tardy.	No. Cases of Truancy.	Re-admitted.	Number of Violations.	Total No. Pupils.
	300	180-250	150-180	120-150	90-120	60-90	30-60	1-30	1-30	1-30							
Normal.....	85	104	17	4	16	12	6	1	1	18	163	4	405	102	102	1	102
High.....	64	254	31	11	16	10	12	1	1	18	433	1	405	102	102	1	102
Branch High No. 1.....	15	104	17	4	16	10	12	1	1	18	325	1	325	102	102	1	102
Branch High No. 2.....	14	72	29	8	12	10	10	1	1	18	325	1	325	102	102	1	102
Branch High No. 3.....	19	79	19	9	12	10	10	1	1	18	325	1	325	102	102	1	102
Branch High No. 4.....	13	78	11	11	11	10	10	1	1	18	325	1	325	102	102	1	102
Branch High No. 5.....	3	32	10	11	11	10	10	1	1	18	325	1	325	102	102	1	102
Ames.....	20	422	134	80	10	4	4	4	4	18	1015	40	1015	102	102	1	102
Bates.....	15	228	135	93	68	48	48	48	48	18	1015	40	1015	102	102	1	102
Benton.....	83	380	130	77	60	48	48	48	48	18	1015	40	1015	102	102	1	102
Blow.....	6	184	108	71	29	29	29	29	29	18	1015	40	1015	102	102	1	102
Carondelet.....	10	203	85	47	38	38	38	38	38	18	1015	40	1015	102	102	1	102
Carr.....	20	528	247	168	108	80	80	80	80	18	1015	40	1015	102	102	1	102
Carr Lane.....	33	606	108	97	49	49	49	49	49	18	1015	40	1015	102	102	1	102
Carroll.....	33	504	108	97	49	49	49	49	49	18	1015	40	1015	102	102	1	102
Charles.....	21	271	60	42	33	33	33	33	33	18	1015	40	1015	102	102	1	102
Chouteau.....	24	437	110	98	74	42	42	42	42	18	1015	40	1015	102	102	1	102
Clay.....	17	473	134	110	74	42	42	42	42	18	1015	40	1015	102	102	1	102
Clinton.....	4	60	44	39	21	21	21	21	21	18	1015	40	1015	102	102	1	102
Compton.....	13	136	49	44	24	24	24	24	24	18	1015	40	1015	102	102	1	102
DesPeres.....	5	116	57	40	24	24	24	24	24	18	1015	40	1015	102	102	1	102
Daviol.....	14	237	100	70	43	43	43	43	43	18	1015	40	1015	102	102	1	102
Dodder.....	14	237	100	70	43	43	43	43	43	18	1015	40	1015	102	102	1	102
Douglas.....	6	157	55	40	24	24	24	24	24	18	1015	40	1015	102	102	1	102
Eads.....	6	157	55	40	24	24	24	24	24	18	1015	40	1015	102	102	1	102

Elliot.....	23	367	141	76	65	47	52	37	39	30	32	909	51	650	586	418	130	1,039
Everett.....	20	368	176	122	83	78	82	87	113	146	234	1,417	31	1,245	630	336	76	1,565
Franklin.....	15	440	260	184	100	84	81	62	59	50	82	1,417	48	680	890	939	161	1,578
Gamble.....	5	160	51	36	34	25	35	35	42	36	46	506	15	371	347	225	18	543
Gravois.....	5	168	62	31	18	17	8	13	10	13	7	289	8	178	272	147	18	307
Hamilton.....	23	508	129	88	52	63	68	85	124	124	237	1,097	19	752	1,019	450	27	1,124
Irving.....	9	250	186	73	70	58	65	67	80	55	29	1,246	65	1,151	194	265	58	1,304
Jackson.....	1	131	94	96	59	14	60	58	44	43	61	892	23	753	471	367	21	913
Jefferson.....	69	409	105	76	79	44	44	38	75	75	80	1,094	105	902	487	390	38	672
Laclede.....	40	440	77	62	43	54	44	20	40	19	40	879	53	844	90	312	112	991
Lafayette.....	21	378	141	59	48	34	51	30	55	26	71	914	21	19	406	274	61	975
Lincoln.....	24	372	162	65	47	37	37	16	25	28	36	849	25	791	61	406	61	910
Lyon.....	25	424	153	93	70	60	71	61	76	97	75	1,196	34	906	477	421	86	1,282
Madison.....	30	568	189	135	105	70	95	77	117	75	78	1,539	30	1,437	158	403	104	1,643
Marmee.....	8	52	35	15	14	12	10	7	11	11	5	175	4	123	156	90	11	186
O'Fallon.....	12	394	180	153	105	73	80	64	89	119	149	1,418	26	958	928	630	117	1,535
Peabody.....	12	369	169	90	46	47	75	56	68	68	149	1,139	12	698	392	383	88	1,227
Penrose.....	6	121	65	47	41	33	47	36	52	44	155	545	6	384	276	239	32	577
Pestalozzi.....	13	293	100	61	39	17	23	8	28	17	22	621	13	400	217	209	64	885
Pope.....	8	225	158	88	89	83	100	67	74	100	86	1,078	8	863	338	536	75	1,153
Shepard.....	19	250	102	43	25	20	37	28	26	50	35	635	33	520	191	284	31	666
Stoddard.....	44	390	149	140	84	60	65	50	50	58	52	1,143	58	712	683	438	50	1,193
Webster.....	78	702	212	152	108	104	171	179	127	123	80	2,031	73	1,566	1,035	753	155	2,186
Summer High.....	3	118	97	87	78	69	81	79	92	85	107	896	3	418	1,192	503	14	910
Number 2.....	1	71	37	31	24	17	20	22	34	43	70	370	1	242	385	129	28	398
Number 3.....	.....	7	2	3	2	2	4	2	2	1	5	30	.....	23	11	12	.....	30
Number 4.....	2	59	33	24	29	16	11	17	17	14	20	242	2	153	74	197	4	246
Number 5.....	1	20	8	13	15	11	10	13	21	14	28	154	1	95	125	76	4	158
Number 6.....	1	18	17	7	14	8	13	21	17	18	9	142	.....	68	213	95	2	144
Total.....	963	14,120	5,371	3,506	2,563	2,067	2,896	2,192	2,897	2,634	3,186	42,186	1,627	29,405	21,107	17,506	3,311	45,497

TABLE III.  
*Showing the number of Pupils of Different Ages registered in each School for the year 1876-77.*

[illegible]

Humboldt.....	4	48	73	373	178	164	143	134	85	84	38	10	4	1,227	67	1,304
Irvine.....	.....	.....	90	112	124	109	188	106	43	81	36	43	31	875	38	913
Jackson.....	.....	.....	61	90	82	96	79	51	62	31	30	15	4	605	67	672
Jefferson.....	.....	.....	30	186	140	143	117	133	120	112	67	36	13	1,108	75	1,181
Lafayette.....	.....	.....	.....	102	114	124	88	112	102	122	87	47	21	9	63	981
Lafayette.....	.....	.....	.....	113	138	160	115	112	89	80	54	25	10	14	65	975
Lincoln.....	.....	.....	.....	56	122	91	110	95	84	92	75	52	33	13	87	910
Lyon.....	.....	.....	3	229	152	143	133	131	116	125	89	50	23	8	80	1,282
Madison.....	.....	.....	130	224	181	166	173	173	130	97	124	47	28	18	108	1,643
Maramba.....	.....	.....	54	25	26	29	26	21	18	17	5	.....	1	175	41	185
O'Fallon.....	.....	.....	.....	227	184	192	158	147	184	128	111	54	15	4	131	1,535
Peabody.....	.....	.....	54	130	141	115	117	123	95	101	49	43	22	7	1,137	90
Peabody.....	.....	.....	13	51	92	70	53	62	34	40	18	15	1	543	34	577
Pestalozzi.....	.....	.....	8	120	126	90	114	91	87	32	7	2	.....	651	34	685
Pope.....	.....	.....	7	93	146	123	120	89	82	90	73	55	22	17	70	1,153
Shepard.....	.....	.....	40	121	99	80	79	67	53	47	22	7	1	625	41	668
Stoddard.....	.....	.....	7	105	100	127	145	134	124	134	104	80	46	28	1,134	59
Webster.....	.....	.....	140	235	269	237	195	200	204	164	142	102	49	27	2,031	155
School No. 1.....	.....	.....	57	90	94	92	110	93	73	75	76	37	39	96	885	15
School No. 2.....	.....	.....	12	37	55	43	44	47	24	39	27	20	14	22	384	14
School No. 3.....	.....	.....	.....	1	2	2	.....	1	1	.....	1	.....	.....	8	22	30
School No. 4.....	.....	.....	30	28	32	28	31	15	17	18	18	2	6	19	244	246
School No. 5.....	.....	.....	17	17	16	27	19	12	3	4	10	6	5	5	156	158
School No. 6.....	.....	.....	14	14	16	17	15	18	8	14	5	5	11	7	144	144
Total.....	103	928	2,592	5,638	5,754	5,042	4,723	4,227	3,534	3,298	2,389	1,735	1,123	1,350	3,061	45,497

TABLE IV.

Showing the number of Pupils as represented by the different Occupations of their Parents or Guardians for the year 1876-77.

NAMES OF SCHOOLS.	Agents.															Total.															Total Number Registered.
	Artists.	Boarding Houses & Hotel Keepers.	Boatmen.	Butchers.	Clerks.	Confectioners.	Draymen or Teamsters.	Farmers and Gardeners.	Laborers.	Laundresses.	Manufacturers.	Mechanics.	Merchants.	Professionals.	Public Officers.	Saloon Keepers.	Seamstresses.	Miscellaneous.	Received by Transfer.												
Normal High.....	4	12	9	1	18	4	1	4	2	1	6	39	26	16	8	1	9	86	215		215										
Branch High No. 1.....	21	2	3	1	17	4		7	6		17	28	89	55	8	3	3	89	351	90	441										
Branch High No. 2.....	19	2	3	1	15			1	2		8	24	64	31	7	2	5	4	58	258	48	306									
Branch High No. 3.....	18	6	12	2	8	2		1	4		18	22	64	28	14		3	30	223	55	278										
Branch High No. 4.....	11	1	1	1	13			1	6	3	5	37	23	8			6	31	151	68	219										
Branch High No. 5.....					6			3	4		1	10	6	10	2		6	62	24	76		24									
Ames.....	26	5	53	8	94		65	1	140	12	383	46	127	17	7		15	65	1,070	74	1,144										
Bates.....	5	46	56	9	20	8	47	22	355	65	80	295	39	3	5	49	33	130	1,218	25	1,243										
Benton.....	38	9	19	4	34		8	7	51	21	88	65	291	89	42	47	34	61	950	692	1,642										
Blow.....	12	7	1	1	18	8	8	20	166	12	54	197	57	40	26	29	12	29	692	28	720										
Carondelet.....	8	3	6	6	18		13	25	270	23	6	434	31	7	20	28	18	19	926	27	953										
Carr.....	30	5	14	29	5	2	72	10	61	30	131	170	113	14	16	14	33	9	714	51	765										
Carr Lane.....	30	33	5	29	79	2	29	10	192	29	136	321	292	36	35	35	48	106	1,410	122	1,532										
Carroll.....	21	5	20	11	56	4	28	14	178	22	76	457	184	77	37	35	33	82	1,324	59	1,383										
Charles.....	26	16	1	27	7		63	20	44	7	74	180	82	37	11		10	20	626	33	659										
Chouteau.....	8	20	3	48	29	3	35	10	120	14	3	297	27	4	14	27	34	636	25	661											
Clay.....	21	5	16	8	12	40	30	15	280	30	110	403	210	33	36	19	30	74	1,374	72	1,446										
Clinton.....	76	5	14	14	64	4	6	8	42	5	121	116	252	56	42	12	8	281	1,132	107	1,239										
Compton.....	11	3	8	9	19	7	5	10	56		37	27	26	6	15	11	2	13	171	11	182										
DePere.....	17	3	8	3	19	4	4	8	21	4	18	42	21	14	9	31	4	38	304	17	321										

Devoll.....	85	3	5	22	16	148	7	32	21	84	76	82	237	105	40	16	14	156	1,169	52	1,221	
Dodder.....	4	1	10	10	6	28	2	18	27	37	24	24	127	39	19	4	4	6	319	24	343	
Douglas.....	48	32	21	9	2	65	3	23	10	88	110	309	52	52	49	11	3	50	740	80	820	
Eads.....	108	1	18	9	6	71	5	18	2	44	12	43	179	96	29	9	33	33	706	46	752	
Elliot.....	15	6	21	10	24	7	7	5	32	10	231	80	121	179	65	28	27	44	931	100	1,080	
Everett.....	116	34	18	28	14	60	12	53	85	7	101	238	178	63	33	32	28	122	1,465	185	1,650	
Franklin.....	4	1	2	10	14	5	8	13	3	51	47	156	248	58	48	31	60	87	1,392	46	1,578	
Gamble.....	10	2	1	12	5	12	1	8	21	52	4	6	46	8	37	18	2	36	497	30	543	
Gravois.....	7	6	5	4	15	31	1	88	11	291	38	59	21	13	1	9	2	45	277	58	307	
Hamilton.....	42	7	8	26	42	16	13	77	11	208	29	139	33	13	19	45	21	204	1,066	67	1,124	
Humboldt.....	17	7	3	8	28	17	6	54	8	161	15	44	399	69	4	23	10	18	1,277	67	1,304	
Irving.....	42	12	2	2	17	24	40	40	158	15	14	187	162	31	23	38	55	32	86	605	67	672
Jackson.....	13	2	15	17	13	39	24	24	13	149	52	196	208	31	23	38	55	32	1,106	75	1,181	
Jefferson.....	23	30	34	13	14	117	26	10	21	122	27	60	90	147	31	14	26	34	89	928	63	991
Laclede.....	13	1	2	3	21	47	2	53	5	69	15	50	279	80	25	29	26	15	175	910	65	975
Lafayette.....	75	1	5	23	5	69	5	38	7	51	9	122	102	141	49	46	4	23	49	823	87	910
Lincoln.....	33	15	4	19	20	64	5	70	19	149	15	171	261	130	60	19	34	114	1,292	80	1,282	
Lyon.....	57	10	6	8	15	78	30	26	28	227	25	134	397	113	37	62	52	72	1,535	108	1,643	
Madison.....	2	2	2	5	3	3	3	5	26	35	3	5	45	11	4	5	2	18	175	11	186	
Maramec.....	3	4	16	2	31	6	67	17	12	44	14	57	146	38	4	8	4	7	134	131	1,535	
O'Fallon.....	41	2	14	6	78	2	17	12	44	14	57	146	38	4	8	4	7	134	1,137	90	1,227	
Peabo ly.....	12	2	2	25	12	5	58	6	4	126	22	42	292	72	25	15	16	11	48	543	34	577
Penrose.....	18	5	17	10	6	12	4	49	12	42	16	58	112	163	59	69	5	229	1,083	70	1,153	
Pestalozzi.....	35	70	25	1	22	81	15	27	8	116	7	25	298	32	19	12	23	5	625	41	696	
Shepard.....	6	3	5	16	31	15	4	18	14	2	80	86	380	126	32	15	10	95	1,134	59	1,193	
Stoddard.....	101	13	16	32	6	89	15	79	16	145	28	209	506	239	49	22	40	324	2,031	155	2,186	
Webster.....	55	3	17	32	16	130	6	1	1	429	223	29	1	41	4	4	10	21	885	15	910	
Summer High.....	1	10	48	2	2	2	29	55	21	85	134	1	1	1	2	9	9	91	384	14	398	
No. 2.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	8	22	30	
No. 3.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	23	244	2	246	
No. 4.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	31	156	2	158	
No. 5.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	16	144	.....	.....	
No. 6.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Total.....	1,354	323	439	650	569	2,050	246	1,638	645	5,922	3,435	9,399	5,636	1,902	1,108	863	1,006	3,906	42,436	3,061	45,497	

TABLE V.  
Showing the Birthplace of Pupils registered in each School for the Year 1876-77.

NAMES OF SCHOOLS.	St. Louis.	Missouri without St. Louis.	New England States.	Middle States.	Southern States.	Western States and Territories.	Great Britain.	Ireland.	German States.	Other Foreign Countries.	Unknown.	Total.	Received by Transfer.	Total No. Registered.
Normal.....	116	22	2	6	10	54	1	.....	1	.....	.....	215	.....	215
High.....	197	39	6	13	12	69	3	.....	5	.....	.....	351	90	441
Branch High No. 1.....	168	20	5	8	14	47	1	.....	2	.....	1	268	48	306
Branch High No. 2.....	128	22	.....	13	17	43	2	.....	.....	.....	.....	233	55	278
Branch High No. 3.....	119	23	.....	13	4	52	4	.....	.....	.....	.....	222	10	232
Branch High No. 4.....	98	10	.....	5	1	35	2	.....	3	.....	.....	151	68	209
Branch High No. 5.....	25	7	.....	4	4	9	2	.....	.....	.....	.....	52	24	76
Ames.....	777	94	1	30	11	110	14	3	19	.....	4	1070	74	1144
Bates.....	709	71	25	49	52	78	35	52	11	.....	133	1318	25	1343
Benton.....	628	47	6	33	55	142	12	.....	7	.....	.....	960	85	1045
Blow.....	332	146	6	36	24	106	18	4	14	.....	.....	692	28	720
Carondelet.....	505	85	2	70	33	144	48	4	33	.....	.....	926	27	953
Carr.....	577	19	4	11	13	71	4	2	13	.....	.....	714	51	765
Carr Lane.....	1062	66	6	53	49	140	30	10	15	.....	8	1410	122	1532
Carroll.....	1107	30	.....	33	19	83	1	.....	37	.....	.....	1824	59	1883
Charles.....	504	15	2	11	8	66	2	1	11	.....	.....	623	33	656
Chouteau.....	470	46	9	17	11	24	28	13	16	.....	.....	686	25	711
Clay.....	915	133	6	55	16	186	26	4	19	.....	.....	1874	72	1946
Clinton.....	712	62	6	42	48	91	18	6	22	.....	122	1182	107	1289
Compton.....	151	2	2	8	2	5	.....	1	.....	.....	.....	171	11	182
Des Peres.....	286	25	.....	6	6	26	.....	.....	.....	.....	.....	304	17	321
Divoll.....	887	48	23	38	45	151	6	3	5	.....	4	1169	53	1221
Dodder.....	290	19	2	6	21	23	.....	2	.....	.....	.....	319	34	343
Douglas.....	528	47	3	12	2	100	11	.....	15	.....	.....	740	80	820
Eads.....	433	54	8	43	33	94	1	1	3	.....	.....	708	46	752
Eliot.....	639	60	13	46	27	142	15	9	9	.....	1	851	88	939
Everett.....	888	61	12	63	30	221	39	10	23	.....	.....	1465	100	1565
Franklin.....	966	119	34	40	31	159	17	7	18	.....	.....	1892	186	2078
Gamble.....	364	9	2	15	11	68	.....	.....	14	.....	.....	497	46	543
Gravois.....	207	13	.....	10	2	34	1	.....	9	.....	.....	277	30	307
Hamilton.....	900	18	8	23	21	47	8	1	6	.....	4	1066	58	1124

Humboldt.....	998	35	5	26	8	96	5	2	3	38	18	4	1287	67	1204
Irving.....	738	8	6	7	7	61	2	2	11	9	1	34	875	38	913
Jackson.....	511	15	.....	9	8	33	6	6	11	11	1	.....	605	67	672
Jefferson.....	770	54	10	47	21	155	20	3	8	19	2	.....	1106	75	1181
Laclede.....	687	20	5	27	10	128	3	3	3	28	17	.....	928	63	981
Lafayette.....	735	19	2	14	17	59	7	7	.....	30	8	19	910	65	975
Lincoln.....	599	47	4	27	50	77	7	4	1	3	8	.....	823	87	910
Lyon.....	986	49	2	41	14	95	10	4	.....	19	.....	2	1202	80	1282
Madison.....	1190	47	7	52	29	162	3	4	.....	48	10	2	1535	108	1643
Maranec.....	143	3	.....	1	2	14	4	4	.....	5	3	.....	175	11	186
O'Fallon.....	1077	53	8	30	48	116	22	22	13	37	.....	.....	1404	131	1535
Peabody.....	829	31	16	33	45	108	4	4	.....	14	10	46	1137	90	1227
Penrose.....	441	13	27	35	4	7	.....	.....	1	12	4	.....	543	84	577
Pestalozzi.....	475	48	11	33	13	24	29	13	13	17	2	.....	651	34	685
Pope.....	708	83	9	35	54	140	13	4	4	12	5	20	1083	70	1153
Shepard.....	559	7	.....	6	4	34	.....	.....	.....	11	4	.....	625	41	666
Stoddard.....	625	96	37	55	88	173	7	.....	5	10	8	30	1134	59	1183
Webster.....	1504	97	9	41	69	205	10	10	.....	40	3	53	2031	155	2186
Sumner High.....	454	196	.....	8	154	74	.....	.....	.....	.....	.....	9	895	15	910
No. 2 School.....	228	77	.....	2	42	34	.....	.....	.....	.....	.....	.....	384	14	398
No. 3 School.....	82	.....	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	8	22	30
No. 4 School.....	143	63	.....	11	10	2	.....	.....	.....	.....	.....	.....	244	2	246
No. 5 School.....	35	58	.....	.....	16	15	.....	.....	.....	.....	.....	.....	156	2	158
No. 6 School.....	4	79	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	144	.....	144
Total.....	30,130	2,599	360	1,347	1,352	4,471	506	201	699	229	532	42,436	3,061	45,497	



TABLE VI.

Showing the Enrollment and Average Attendance of Scholars, and Total Cost of Schools, for the Year 1876-77.

NAMES OF SCHOOLS.	Whole No. Enrolled.			Duplicate Registrat'n.	Average Number Be- longing.	Average Daily At- tendance.	Per Cent. of Attend- ance.	Av. No. of Pupils to each English Teach'r.	Average No. of Teachers Including German.		Amount of Teachers' Salaries.	Rate per Scholar on Av. No. Belonging.	Incidental Expenses.	Cost of Incidentals per Scholar on Av. No. Belonging.	Total Cost of Teach- ers' Salaries and In- cidentals.	Total Cost per Scholar on Av. No. Belonging.
	Girls.	Boys.	Total.						Whole Day.	Half Day.						
Normal.....	177	215	215	.....	173	169	98	16	11	1	\$13,669 15	\$78 96	\$1,212 32	\$7 01	\$14,872 47	\$85 97
High.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Branch High No. 1.....	79	179	258	38	197	323	97	26	13	1	21,329 90	63 73	1,695 40	5 00	22,886 30	68 73
Branch High No. 2.....	73	150	223	55	149	188	95	24	8	1	9,905 75	50 28	804 60	4 08	10,710 35	54 36
Branch High No. 3.....	85	137	222	10	163	140	94	18	8	3	8,317 55	55 52	17 23	12	8,334 78	55 94
Branch High No. 4.....	49	102	151	58	126	157	96	23	7	2	6,139 00	37 66	109 25	67	6,248 25	38 33
Branch High No. 5.....	16	36	52	24	54	51	94	20	2	1	4,351 35	38 50	72 08	57	4,423 43	39 07
Ames.....	566	594	1,070	74	816	760	93	53	18	.....	3,852 55	71 34	14 47	27	3,867 02	71 61
Bates.....	569	649	1,218	25	698	698	90	51	15	1	11,824 03	14 49	1,159 44	1 42	12,983 49	15 91
Benton.....	464	486	950	85	739	695	95	53	16	1	10,554 35	17 86	1,567 88	2 58	12,122 23	19 94
Blow.....	344	348	692	28	487	446	92	49	10	2	12,283 90	16 83	1,218 58	1 67	13,502 08	18 50
Carondelet.....	487	439	926	27	538	490	88	43	14	1	8,110 25	16 66	1,130 62	2 32	9,240 87	18 98
Carr.....	356	358	714	51	512	483	94	47	12	1	10,240 53	18 35	1,557 47	2 79	11,798 02	21 14
Carr Lane.....	681	729	1,410	122	1,062	1,007	95	54	22	1	7,715 40	15 07	843 77	1 65	8,559 17	16 72
Carroll.....	329	654	1,321	59	943	886	94	54	24	1	15,544 50	14 63	1,734 68	1 63	17,279 18	16 26
Charles.....	329	297	626	33	495	453	93	49	11	1	16,317 00	17 30	1,845 00	1 96	18,162 00	19 12
Chouteau.....	310	326	636	25	431	394	92	43	11	1	7,044 90	17 31	933 07	1 89	7,977 97	19 42
Clay.....	694	680	1,374	72	864	780	93	53	20	1	14,943 65	17 49	1,812 84	2 11	16,756 49	19 61
Clinton.....	538	594	1,132	107	856	792	94	58	23	2	13,154 03	15 73	1,643 18	1 97	14,797 42	17 70
Compton.....	99	72	171	11	129	119	92	32	4	1	2,668 05	20 68	514 34	3 99	3,182 39	24 67
DesPeres.....	132	132	304	17	183	169	90	45	4	.....	2,564 15	13 58	564 79	2 84	3,068 94	16 75
Drivoll.....	539	639	1,169	32	835	779	93	47	19	1	12,413 75	14 87	1,566 92	1 88	13,980 67	16 42
Dodder.....	343	107	319	24	242	223	94	61	4	1	2,929 00	12 10	334 35	1 63	3,323 35	13 73
Douglas.....	332	397	740	80	540	508	94	60	11	1	9,177 53	16 93	1,231 68	2 27	10,409 23	19 20
Eads.....	380	336	766	46	387	359	93	43	13	.....	1,687 30	17 31	816 93	2 11	7,514 23	19 42
Elliott.....	424	327	751	88	725	674	93	51	15	.....	11,514 60	15 61	1,490 22	2 06	12,804 82	17 66
Everett.....	669	796	1,465	100	907	825	91	50	20	.....	13,726 60	15 13	1,885 69	2 08	15,612 29	17 21

Franklin.....	681	711	1,392	186	894	817	90	31	321	2	21,924 15	24,521	2,676 72	2 99	24,600 87	27 51
Gamble.....	273	224	487	46	338	310	92	46	9	.....	6,129 40	15 13	726 47	2 15	6,855 87	20 28
Gravels.....	139	138	277	30	131	112	92	48	4	.....	3,575 30	17 29	703 23	5 37	4,278 53	32 66
Hamilton.....	539	539	1,066	58	574	508	89	48	13	.....	8,205 65	14 29	1,586 88	2 77	9,792 53	17 05
Humboldt.....	640	597	1,297	67	639	804	94	49	23	.....	13,137 30	15 47	1,754 43	2 06	14,891 63	17 53
Irving.....	453	422	875	38	639	580	91	49	16	.....	9,971 00	15 60	1,720 44	2 69	11,691 44	18 29
Jackson.....	393	392	605	67	444	391	88	49	10	.....	6,718 65	15 13	941 39	2 12	7,660 04	17 25
Jefferson.....	563	543	1,028	75	776	736	95	46	18	.....	13,238 50	17 04	1,511 64	1 95	14,750 14	19 01
Laclede.....	447	481	928	63	718	684	95	55	16	.....	12,363 45	17 22	1,273 58	1 77	13,637 03	18 99
Lafayette.....	480	439	940	65	715	670	94	49	17	.....	12,968 00	18 14	1,254 63	1 75	14,222 53	19 89
Lincoln.....	404	419	823	87	697	640	93	53	15	.....	11,477 15	16 46	1,105 62	1 78	12,582 77	18 04
Lyon.....	606	606	1,202	80	887	817	92	51	21	.....	13,901 35	15 67	1,578 18	1 89	15,479 53	17 45
Madison.....	790	745	1,535	108	1,131	1,056	93	56	28	.....	18,474 50	16 33	2,133 29	3 71	20,607 79	18 22
Marmac.....	91	84	175	11	135	124	92	45	4	.....	2,868 40	21 25	501 34	3 71	3,369 74	24 96
O'Fallon.....	734	670	1,404	131	988	893	90	53	20	.....	15,386 50	15 57	1,814 14	1 83	17,200 64	19 96
Peabody.....	535	601	1,137	90	732	693	95	59	16	.....	12,132 45	15 23	741 22	3 39	14,616 43	19 96
Pentrose.....	322	329	651	34	546	506	91	57	9	.....	5,135 15	15 23	741 22	2 17	5,936 37	17 40
Pestalozzi.....	535	547	1,083	70	768	694	88	44	17	.....	7,396 85	13 55	790 44	1 45	8,187 29	15 00
Pope.....	396	289	625	41	480	445	92	48	11	.....	11,500 45	14 97	1,724 14	2 25	13,224 59	17 22
Shepard.....	575	559	1,134	59	860	806	94	53	17	.....	7,157 45	14 91	829 20	1 73	7,986 65	16 64
Stoddard.....	1,004	1,027	2,031	155	1,571	1,469	89	57	33	.....	11,984 60	13 94	1,916 47	2 23	13,901 07	16 17
Sumner High.....	402	493	895	15	525	461	88	36	13	.....	22,287 30	14 18	2,730 70	1 74	25,018 00	15 82
Number 2.....	172	212	384	14	214	183	90	43	5	.....	8,283 15	15 68	1,281 11	2 44	9,514 26	18 12
Number 3.....	3	5	8	22	33	21	91	23	1	.....	3,143 65	14 69	453 75	2 12	3,597 40	16 81
Number 4.....	113	131	244	2	157	145	92	39	4	.....	2,710 25	9 05	299 87	9 13	3,009 12	18 18
Number 5.....	70	86	156	2	76	67	87	38	2	.....	1,117 00	14 70	284 73	3 75	1,401 73	18 45
Number 6.....	79	65	144	.....	88	72	87	31	8	.....	1,376 25	16 58	235 33	2 84	1,611 58	19 42
Music Teachers.....	.....	.....	.....	.....	.....	.....	.....	.....	4	.....	7,813 65	.....	.....	.....	7,813 65	.....
Total.....	20,726	21,707	42,496	3,061	29,774	37,581	93	45	750	.....	537,219 05	18 04	64,058 92	2 15	601,277 97	20 19

TABLE VII.

*Showing Capacity of Schools, the Number in the several Classes and Grades at the close of the Year 1876-77.*

NAMES OF SCHOOLS.	No. of Seats.	No. of Teachers.		NUMBER OF PUPILS BELONGING AT END OF QUARTER IN EACH GRADE.								
		Whole Day.	Half Day.	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	Total
Normal.....	200	11	1	.....	.....	.....	.....	Fourth. 31	Junior. 38	Middle. 39	Senior. and Adv'd. 63	171
High.....	400	13	1	.....	.....	.....	Prep. 51	.....	Second. 199	Third. 82	59	340
Branch High No. 1.....	230	8	1	.....	.....	.....	.....	.....	.....	.....	.....	178
Branch High No. 2.....	260	8	3	.....	.....	.....	62	80	.....	.....	.....	142
Branch High No. 3.....	200	7	2	.....	.....	.....	46	68	.....	.....	.....	114
Branch High No. 4.....	200	5	2	.....	.....	.....	50	56	.....	.....	.....	106
Branch High No. 5.....	90	2	1	.....	.....	.....	28	24	.....	.....	.....	52
Ames.....	700	18	..	222	100	252	107	38	47	17	13	795
Bates.....	700	15	1	341	125	88	73	39	17	19	.....	702
Benton.....	700	16	1	123	148	106	80	106	49	48	22	682
Blow.....	600	10	2	93	91	89	51	65	24	37	.....	450
Carondelet.....	700	14	1	292	71	111	47	22	.....	10	.....	553
Carr.....	450	12	..	177	181	199	43	.....	75	41	38	500
Carr Lane.....	1060	22	1	243	270	162	103	71	40	39	11	1003
Carroll.....	1030	24	..	306	159	119	149	107	29	14	.....	930
Charless.....	480	11	1	138	76	125	62	29	14	.....	3	444
Chouteau.....	480	11	..	153	83	57	53	48	22	21	.....	420
Clay.....	350	20	1	357	134	210	98	44	52	57	21	916
Clinton.....	900	23	2	194	125	183	98	107	116	.....	21	901
Compton.....	240	4	1	37	36	30	13	22	.....	.....	.....	138
Des Peres.....	240	4	..	62	77	35	16	.....	.....	.....	.....	190
Divoll.....	700	19	1	277	96	253	62	79	48	44	20	839
Dodier.....	240	4	1	123	62	45	20	.....	.....	.....	.....	250
Douglas.....	700	11	1	133	119	107	91	30	.....	.....	.....	480
Eads.....	480	10	..	235	79	52	44	.....	.....	.....	.....	401
Elliot.....	700	15	..	84	79	129	104	109	80	26	51	692
Everett.....	950	20	..	303	182	176	75	43	44	18	18	859

Franklin.....	1600	82	2	319	96	206	100	70	9	39	.....	814
Gambie.....	420	9	...	175	43	84	20	...	...	...	.....	320
Gravois.....	240	4	2	71	35	51	23	34	11	...	.....	225
Hamilton.....	1800	13	...	384	86	137	65	21	14	...	.....	620
Humboldt.....	1600	33	...	133	910	132	44	14	36	...	.....	824
Irving.....	700	16	...	122	182	149	78	39	12	14	18	942
Jackson.....	480	10	...	314	186	113	43	66	32	...	.....	738
Jefferson.....	900	18	3	153	180	193	183	43	43	12	.....	635
Lafayette.....	700	16	1	142	180	178	183	43	62	22	.....	677
Lafayette.....	700	17	1	267	127	113	193	32	34	11	...	615
Lincoln.....	700	15	...	57	137	95	108	60	42	63	46	831
Lyndon.....	950	21	...	244	110	175	118	190	34	40	21	1137
Madison.....	1150	28	1	316	244	137	168	47	49	43	...	132
Marmes.....	240	4	...	36	36	16	30	15	9	...	...	749
O'Fallon.....	950	20	1	324	240	130	102	22	58	10	...	350
Peabody.....	700	16	2	256	135	110	81	86	43	38	...	482
Peabody.....	360	9	...	117	107	64	20	82	10	...	...	759
Pestalozzi.....	480	11	1	226	123	133	...	...	...	...	...	488
Pope.....	700	17	1	233	102	68	131	53	50	12	...	779
Shepard.....	480	11	...	133	81	157	52	58	17	...	...	1475
Stoddard.....	700	17	...	180	100	154	154	197	53	82	...	200
Webster.....	1400	33	...	314	330	279	197	128	97	10	7	22
Summer High.....	700	13	...	127	113	136	23	33	8	...	...	152
Number 1.....	240	5	...	62	48	48	36	6	...	...	...	76
Number 2.....	80	1	...	16	4	...	2	...	...	...	...	88
Number 3.....	240	4	...	46	39	33	14	16	4	...	...	...
Number 4.....	100	2	...	48	17	11	...	...	...	...	...	...
Number 5.....	100	3	...	43	19	11	...	...	...	...	...	...
Number 6.....	100	3	...	43	19	11	...	...	...	...	...	...
Music and Drawing.....	100	4	3	...	...	...	...	...	...	...	...	...
Grand Total.....	31,220	750	...	8,832	5,425	5,433	3,590	2,564	1,592	1,068	569	29,059

# TABLE VIII.

Showing number of German Teachers and Classes, and number of Pupils studying German.

DISTRICT SCHOOLS IN THE OLD CITY LIMITS.	NO OF PUPILS.			NO. OF CLASSES.		No. GERMAN TEACHERS.	
	German Americans.	Anglo-Americans.	Total	Recitation.	Penmanship	Full Day	Half Day
Ames.....	431	91	522	15	4	1	0
Bates.....	115	202	317	13	4	1	1
Benton.....	241	286	527	16	6	1	1
Blow.....	107	147	254	8	4	1	1
Carondelet.....	242	120	362	11	4	1	1
Carr.....	283	141	404	9	3	1	1
Carr Lane.....	302	236	538	16	5	1	0
Carroll.....	705	66	761	24	8	1	0
Charles.....	392	33	425	13	4	1	0
Chouteau.....	250	69	319	8	4	1	0
Clay.....	389	276	665	22	6	3	0
Clinton.....	367	176	543	18	8	3	0
Compton.....	29	52	81	4	2	0	1
DesPeres.....	27	58	85	5	1	0	1
Divoll.....	120	179	299	12	4	1	1
Dodier.....	172	22	194	4	1	0	1
Douglas.....	162	209	361	11	3	2	0
Eliot.....	211	185	396	13	6	2	0
Eads.....	85	82	167	7	3	1	0
Everett.....	232	234	466	15	6	1	0

Franklin .....	203	233	436	19	5	2	1
Franklin Branch .....	89	112	202	8	3	1	0
Gamble .....	192	122	314	9	1	1	0
Gravois .....	174	37	211	8	2	1	0
Hamilton .....	94	197	291	9	2	1	0
Humboldt .....	732	55	777	22	4	3	0
Irving .....	362	114	476	16	4	2	0
Jackson .....	210	110	320	8	3	1	0
Jefferson .....	214	50	264	9	8	1	1
Jefferson Branch .....	188	165	353	7	0	0	1
Laclede .....	428	116	544	19	6	2	1
Lafayette .....	626	25	651	19	6	2	1
Lancolin .....	151	158	309	13	4	2	0
Lyon .....	637	51	688	21	7	3	0
Madison .....	796	68	864	27	9	3	1
Maramec .....	100	20	120	7	2	0	1
O'Fallon .....	375	342	717	21	6	2	1
Peabody .....	358	109	467	18	6	2	1
Penrose .....	179	110	289	7	3	1	0
Pestalozzi .....	493	22	515	11	2	1	1
Pope .....	174	280	454	13	5	2	0
Shepard .....	423	21	441	12	4	1	1
Stoddard .....	79	355	434	14	5	2	0
Webster (old and new) .....	678	213	891	28	14	4	0
Total .....	12,787	5940	18,727	588	196	68	21
						784	

TABLE

*Schedule of Salaries. St. Louis Public Schools, January 1, 1878.*

[illegible]

(Reduction of 7½ per cent. on Salaries of \$500.00 and over.)

\$850	\$810	\$800	\$750	\$700	\$650	\$600	\$550	\$500	\$480	\$450	\$400	\$340	\$200	\$100	TOTALS.		
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Male.	Female.	Total.
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	10	11
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	7	7	14
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	6	6	12
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	6	8
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	4	6
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	4	6
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1	3
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	21	22
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3	4
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17	18	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14	14	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	13	13	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14	15	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	11	11	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	21	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	21	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	10	10	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3	3	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	10	10	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	21	22	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	23	24	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	4	4	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	7	7	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	4	4	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	18	19	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	5	5	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	13	13	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24	24	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	12	14	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19	20	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	32	32	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	2
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	2
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	5	5	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	15	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	21	22	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14	15	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	10	10	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	21	21	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	22	22	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14	15	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	13	14	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	3
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	18	19	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25	26	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	8	8	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	3
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24	25	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19	19	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	8	8	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	11	11	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	16	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	7	8
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	3
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	11	11	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25	26	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30	31	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	13	14	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	5
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	5	5
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	2	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3	3	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3	3	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	8	6	14
4	2	4	16	65	27	84	179	43	66	1	71	93	21	21	71	750	821

General Average.....\$640 95  
 " " ..... 661 85  
 " " ..... 643 00



TABLE IX.—CONTINUED.  
GERMAN. Reduction of 12 per cent. in salaries of \$500 and over.

NAME OF SCHOOL.	1890												Total.	Gr. and English (Grand Total).
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
Normal.....													0	0
High.....													7	0
Branch High No. 1.....													46	6
" " No. 2.....													23	4
" " No. 3.....													23	4
" " No. 4.....													23	4
" " No. 5.....													23	4
Ames.....													0	0
Ashtland.....													0	0
Baden.....													0	0
Bates.....													0	0
Bellevue.....													0	0
Benton.....													0	0
Benton Madison.....													0	0
Bloomer.....													0	0
Camden.....													0	0
Carr.....													0	0
Carr Lake.....													0	0
Carroll.....													0	0
Charles.....													0	0
Chesham.....													0	0
Chouteau.....													0	0
Clay.....													0	0
Clinton.....													0	0
Compton.....													0	0
Cote Brillante.....													0	0
Des Peres.....													0	0
Detroit.....													0	0
Dodder.....													0	0
Douglas.....													0	0
Eliot.....													0	0
Ellenberville.....													0	0
Everett.....													0	0
Franklin.....													0	0
Gardenville.....													0	0
Grand View.....													0	0
Gravels.....													0	0
Hamilton.....													0	0
Humboldt.....													0	0
Irving.....													0	0
Jackson.....													0	0
Jefferson.....													0	0
Lacade.....													0	0
Lafayette.....													0	0
Lincoln.....													0	0
Lowell.....													0	0
Lyon.....													0	0
Madison.....													0	0
Marquette.....													0	0
Oak Hill.....													0	0
O'Fallon.....													0	0
Peabody.....													0	0
Penrose.....													0	0
Petaloxzi.....													0	0
Pope.....													0	0
Rock Spring.....													0	0
Shaw.....													0	0
Shepard.....													0	0
Stoddard.....													0	0
Webster.....													0	0
Summer High.....													0	0
No. 2.....													0	0
No. 3.....													0	0
No. 4.....													0	0
No. 5.....													0	0
No. 6.....													0	0
No. 7.....													0	0
No. 8.....													0	0
No. 9.....													0	0
No. 10.....													0	0
Music, Drawing, etc.....													0	0
Total Males.....	4	1	1	9	2	1	1	5	1	25	94			
Total Females.....	8	1	1	4	12	4	16	9	3	8	66			
Total.....	12	1	2	13	14	5	17	9	6	9	1	89		90

TABLE X.

Showing the number and capacity of the School-houses, number of Teachers, Registration of Scholars in Day and Evening Schools, and, approximately, the Receipts and Expenditures for each fiscal year (ending July 31st), since 1880.

YEAR.	Number of School-houses owned by the Board.	Number Rented.	Total Number of Seats.	Whole Number of Pupils Registered.	Average Number Belong- ing.	Average Daily Attendance	Average Number of Teachers.	RECEIPTS.						EXPENDITURES.			
								From Rents.	From State & Co.	School Fund.	From City School Taxes.	Revenue from other sources.	Total Receipts.	Teachers' Salaries.	Permanent Im- provements.	Current Expenses.	Total Expenses.
1880	.....	3	1,800	.....	.....	.....	31	\$14,537 34	.....	.....	\$18,432 11	\$8,026 02	\$20,563 36	\$13,703 00	\$3,117 75	\$3,742 61	\$20,563 36
1881	.....	3	2,850	.....	2,437	.....	47	14,220 57	.....	.....	25,344 70	7,857 11	46,802 69	37,575 00	20,756 36	4,390 07	46,892 69
1882	.....	3	2,876	.....	2,625	.....	62	14,134 40	.....	.....	26,283 90	3,670 99	47,356 21	20,000 00	19,248 38	8,007 93	47,356 21
1883	.....	3	3,755	.....	2,968	.....	67	14,060 66	.....	.....	26,283 90	3,670 99	43,992 58	23,565 85	11,303 02	9,926 71	43,965 58
1884	.....	3	3,800	.....	3,681	.....	67	13,353 53	\$31,043 79	.....	27,750 85	14,382 38	87,088 55	28,466 17	41,063 60	17,528 68	87,088 55
1885	.....	4	3,917	.....	4,105	.....	74	15,014 87	11,583 47	28,481 27	28,481 27	32,060 63	87,239 24	34,819 12	50,620 12	18,001 87	87,239 24
1886	.....	5	.....	8,123	.....	.....	86	15,517 50	24,280 30	31,219 00	33,880 38	42,438 27	126,282 83	42,765 25	40,806 86	21,820 70	98,035 03
1887	.....	7	6,773	9,769	5,814	5,361	131	16,784 34	28,179 84	32,730 35	53,500 73	48,234 69	160,220 20	67,742 21	55,554 59	28,211 54	160,220 20
1888	.....	10	9,289	10,111	6,203	5,739	145	30,542 45	32,955 98	66,815 44	37,650 67	37,650 67	167,974 54	83,074 95	55,228 71	29,670 87	167,974 54
1889	.....	23	9,441	12,218	7,576	6,880	168	33,497 28	29,159 76	70,716 83	29,359 49	37,650 67	167,974 54	83,074 95	45,733 01	24,859 00	167,974 54
1890	.....	22	8,945	13,890	8,716	7,953	181	25,674 32	7,626 32	62,765 09	47,387 82	34,121 05	102,124 36	68,390 63	13,556 86	20,176 87	102,124 36
1891	.....	21	8,664	8,937	5,688	5,101	111	27,204 67	1,508 24	50,666 69	35,880 73	115,410 31	115,410 31	81,896 05	.....	55,556 41	115,410 31
1892	.....	21	8,976	13,370	8,229	7,489	162	31,861 66	56,222 55	54,050 81	38,850 81	137,480 91	137,480 91	88,078 54	9,640 04	47,068 38	154,616 96
1893	.....	22	9,916	15,187	9,871	8,904	194	35,234 65	4,259 70	118,571 68	48,999 89	121,580 25	337,065 95	126,023 42	20,914 14	122,889 68	359,827 24
1894	.....	25	11,055	16,228	10,454	9,597	236	43,788 71	5,403 79	163,923 38	119,901 17	29,273 12	327,065 95	153,282 80	7,811 30	106,650 26	331,094 36
1895	.....	26	13,510	17,624	11,641	10,802	293	42,066 97	7,700 00	273,729 13	121,580 25	29,273 12	522,381 15	167,134 90	157,373 36	85,729 01	410,437 27
1896	.....	27	15,282	20,594	13,972	12,923	315	48,030 01	36,706 45	410,771 57	16,223 13	52,387 82	637,405 72	204,407 45	241,256 42	118,104 33	663,768 20
1897	.....	34	18,000	23,714	15,968	14,218	390	49,011 47	47,019 92	621,537 95	16,223 13	52,387 82	637,405 72	204,407 45	241,256 42	118,104 33	663,768 20
1898	.....	38	20,105	26,811	18,984	17,358	453	53,224 65	51,350 71	550,800 30	29,132 00	759,930 00	759,930 00	372,674 55	241,716 82	137,344 37	759,930 00
1899	.....	44	25,750	32,658	22,010	20,479	566	51,563 00	71,108 00	608,160 90	30,212 00	759,930 00	759,930 00	372,674 55	241,716 82	137,344 37	759,930 00
1900	.....	49	26,810	36,867	23,002	21,113	628	50,547 31	56,210 88	594,969 54	19,449 58	719,717 31	719,717 31	466,462 30	185,550 93	153,387 05	805,805 80
1901	.....	50	30,530	39,850	27,857	25,767	711	50,208 29	74,045 07	623,290 13	23,121 24	770,604 73	770,604 73	466,462 30	158,351 64	178,044 23	885,821 97
1902	.....	56	32,070	41,692	29,309	27,100	769	52,855 75	91,083 15	645,176 09	60,398 25	849,513 24	849,513 24	522,350 09	111,471 83	181,591 97	1,015,413 89
1903	.....	56	33,510	43,663	29,318	26,706	785	60,275 50	96,743 60	781,572 14	56,150 61	964,666 85	964,666 85	543,741 52	53,653 80	141,272 88	738,668 20
1904	.....	5	34,100	44,324	32,618	30,002	870	47,006 28	131,946 05	795,498 74	150,892 78	1,125,168 85	1,125,168 85	664,478 25	188,270 59	181,475 02	934,223 86



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**GERMAN.** *Reduction of 7½ per cent. on Salaries of \$500 and over.*

[illegible]

TABLE X.

Showing the number and capacity of the School-houses, number of Teachers, Registration of Scholars in Day and Evening Schools, and, approximately, the Receipts and Expenditures for each fiscal year (ending July 31st), since 1850.

YEAR.	RECEIPTS.										EXPENDITURES.					
	Number of School-houses owned by the Board.	Number Rented.	Total Number of Seats.	Whole Number of Pupils Registered.	Average Number Belong- ing.	Average Daily Attendance	Average Number of Teachers.	From Rents.	From State & Co. School Fund.	From City School Taxes.	Revenue from other sources.	Total Receipts.	Teachers' Salaries.	Permanent Im- provements.	Current Expenses.	Total Expenses.
1850.....	6		1,800	.....	.....	.....	12	\$14,537 34	.....	\$18,432 11	\$6,025 02	\$20,563 35	\$13,703 00	\$3,117 75	\$8,742 61	\$20,563 35
1851.....	7		2,850	.....	.....	.....	17	14,220 57	.....	25,343 70	7,857 01	46,802 29	37,575 00	20,756 26	4,300 07	46,875 60
1852.....	8		3,876	.....	.....	.....	52	14,154 60	.....	25,343 70	7,857 01	47,256 21	20,000 00	19,348 02	9,007 93	47,256 21
1853.....	9		3,853	.....	.....	.....	60	14,090 66	.....	26,263 90	8,367 99	43,992 58	23,565 85	11,303 02	9,926 71	43,992 58
1854.....	9		3,854	.....	.....	.....	67	13,353 53	\$31,043 75	27,749 85	14,932 38	87,268 52	28,466 17	41,093 60	17,528 68	87,268 52
1855.....	11		3,917	.....	.....	.....	74	15,014 87	.....	28,481 27	32,000 63	87,239 24	34,819 12	50,620 86	24,374 57	87,239 24
1856.....	11		3,856	.....	.....	.....	86	14,547 50	24,289 30	33,889 38	27,980 01	98,036 63	42,765 25	40,800 86	23,830 70	98,036 63
1857.....	12		4,773	.....	.....	.....	116	16,784 24	28,179 34	33,889 38	47,028 57	126,283 93	71,029 07	55,554 50	28,211 54	126,283 93
1858.....	13		6,773	.....	.....	.....	137	25,764 49	32,730 35	33,889 38	48,234 69	160,220 26	67,742 21	55,554 50	28,211 54	160,220 26
1859.....	22		9,441	.....	.....	.....	145	30,549 45	32,955 48	66,511 73	37,660 67	167,974 54	92,141 35	45,733 71	29,679 07	167,974 54
1860.....	22		9,441	.....	.....	.....	168	33,497 28	29,159 76	70,716 83	29,359 69	102,124 36	68,300 63	13,556 86	20,176 87	102,124 36
1861.....	21		8,945	.....	.....	.....	76	25,937 86	7,626 32	47,387 82	34,121 05	107,446 73	68,028 78	13,570 33	87,845 90	107,446 73
1862.....	21		8,945	.....	.....	.....	76	25,937 86	.....	50,666 69	35,880 73	115,410 51	88,066 05	9,640 04	47,088 58	115,804 96
1863.....	21		8,976	.....	.....	.....	112	35,345 43	21,861 66	56,222 55	84,050 81	197,480 51	88,078 54	9,640 04	47,088 58	115,804 96
1864.....	22		9,916	.....	.....	.....	162	35,345 43	21,861 66	56,222 55	84,050 81	197,480 51	88,078 54	9,640 04	47,088 58	115,804 96
1865.....	22		11,055	.....	.....	.....	194	35,345 43	4,259 70	118,571 68	48,999 89	327,065 91	126,023 42	20,914 30	122,880 26	327,065 91
1866.....	25		13,510	.....	.....	.....	226	43,788 71	5,463 79	163,923 28	119,901 17	383,076 95	167,134 90	157,573 36	106,650 26	383,076 95
1867.....	26		15,282	.....	.....	.....	315	48,630 01	36,706 45	410,771 57	26,273 12	522,381 15	297,762 80	154,297 21	118,354 30	410,771 57
1868.....	27		18,000	.....	.....	.....	390	49,011 47	43,590 81	86,414 33	54,435 54	637,405 76	304,407 45	241,256 42	118,104 33	480,554 91
1869.....	34		20,105	.....	.....	.....	453	52,614 72	47,019 92	521,537 95	16,223 93	676,942 56	373,674 55	241,716 82	137,244 37	712,625 74
1870.....	44		23,292	.....	.....	.....	516	53,284 65	51,591 51	550,830 90	21,596 90	760,983 00	420,430 00	158,950 00	133,587 00	757,022 00
1871.....	49		25,750	.....	.....	.....	566	51,583 00	71,108 00	608,160 00	29,132 00	750,983 00	420,430 00	158,950 00	133,587 00	757,022 00
1872.....	48		26,810	.....	.....	.....	628	50,547 31	56,210 98	594,909 54	18,049 54	719,717 81	429,426 00	178,044 23	178,044 23	895,821 97
1873.....	49		30,630	.....	.....	.....	711	50,208 29	74,045 97	623,220 19	23,121 24	770,004 73	429,426 00	178,044 23	178,044 23	895,821 97
1874.....	56		32,070	.....	.....	.....	769	52,855 75	91,083 15	645,176 09	60,398 25	849,513 24	522,520 09	111,471 83	181,501 97	815,668 20
1875.....	56		33,510	.....	.....	.....	785	50,275 50	96,743 60	761,527 74	56,150 61	964,696 85	543,741 52	53,653 80	141,272 88	738,668 20
1876.....	56		34,100	.....	.....	.....	870	47,006 28	131,946 05	795,438 74	150,802 78	1,252,193 85	564,478 25	120,150 59	141,272 88	738,668 20
1877.....	56		34,100	.....	.....	.....	870	47,006 28	131,946 05	795,438 74	150,802 78	1,252,193 85	564,478 25	120,150 59	141,272 88	738,668 20